BOARD OF GOVERNORS

AGENDA

June 6, 2014

MEMBERS

Donna Atkinson
Gregory Barker
Crystal Craze
Mark Dempsey
Tom Dover
Jane Harkins
David Lewia
Robert Manley

Karen Price
Debra Radar
Roy Simmons
Jeannettia Spencer
Jan Vineyard
Earl Waytowich
Judith Whipkey

Beverly Jo Harris
President
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Teleconference Number: 1-877-309-8671, code: 522892#
BridgeValley CTC Main Campus | Room 006
2001 Union Carbide Drive, South Charleston, WV 25303

June 6, 2014, 9 a.m.

AGENDA

I. Call to Order

II. Roll Call

III. Approval of Minutes

Minutes of May 9, 2014

IV. Board Report

   a. Process for Annual Presidential Evaluation
   b. Election of Officers
   c. Rules Committee
      a. Action Item: Approval of Minutes of May 9, 2014
      b. Action Item: Approval of BOG Rule A-5, Title IX
      c. Action Item: Approval of Revised BOG Rule B-8, Faculty and Administrative Productivity
      d. Action Item: Approval of Revised BOG Rule B-13, Salary Policy
      e. Action Item: Approval of Revised BOG Rule E-5, Assessment, Payment and Refund of Fees

V. President’s Report

VI. Administrative Items

   a. Action Item: Fiscal Year 2014-15 Budget
   b. Information Item: Constituent Governance Update
   c. Information Item: Faculty Salary Equity Program
   d. Information Item: Foundation Update
   e. Information Item: Bridgemont Tuition and Fee Waiver Report
VII. Academic Affairs

a. Action Item: BridgeValley Program Follow-up Action ............................................. 45
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c. Information Item: College Courses for High School Students ............................ 69
d. Information Item: Faculty Promotions .................................................................. 70

VIII. Additional Board Action and Comments

IX. Announcements

a. STEAM Academy—June 16, 2014, through June 27, 2014, ATC
b. New Student Registration—June 16, 17, 18, 19, and 24; July 14, 15, 16, 17, and 23; August 5, 6, and 7.
c. 2014-2015 Board Meeting Calendar
   • Thursday, August 7, 2014, 9 a.m. (ATC Grand Opening)
   • Friday, September 26, 2014, 9 a.m.
   • Friday, November 21, 2014, 9 a.m.
   • Friday, January 16, 2015, 9 a.m.
   • Friday, March 27, 2015, 9 a.m.
   • Friday, June 5, 2015, 9 a.m.

X. Adjournment
A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, May 9, 2014, at 9:00 a.m. at the South Charleston Campus, Room 137.

Board members present: Donna Atkinson, Greg Barker, Mark Dempsey, Tom Dover, Jane Harkins, David Lewia, Karen Price, Debra Rader, Roy Simmons, Jan Vineyard, Judy Whipkey, and Earl Waytowich. Board members absent: Crystal Craze, Robert Manley, and Jeannettia Spencer. Also in attendance were President Jo Harris, faculty and staff from BridgeValley.

I. Call to Order

Chair Mark Dempsey called the meeting to order at 9 a.m.

II. Roll Call

Roll was taken by Alicia Syner noting that a quorum was present.

III. Approval of Minutes

Karen Price moved adoption of the meeting minutes of March 28, 2014. The motion was seconded by Greg Barker and passed unanimously.

IV. Board Report

Chair Dempsey announced that BridgeValley’s first commencement would be held at 6 p.m. on May 9 at the Charleston Civic Center.

V. President’s Report

Dr. Harris recognized the hard work that faculty and staff have shown during the last month in preparing for commencement. She also highlighted the following: several administrators traveled to national conferences (AACC, HLC) during the month of April; during the remainder of May, faculty and staff will participate in the annual strategic planning retreat and other meetings as deemed necessary; the first BridgeValley STEAM Academy will be held at the new Advanced Technology Center in June; and a capital campaign for the ATC is underway.
VI. Administrative Items

a. Action Item: 2013-2014 Tech Park Service Agreement

Jane Harkins moved adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors approve for payment the 2013-2014 Service Agreement with the West Virginia Regional Technology Park at the rate of $5 per square foot for Main and Annex Buildings from July 1, 2013, through June 30, 2014 and the Advanced Technology Center from January 1, 2014, through June 30, 2014.

David Lewia seconded the motion. Motion carried.

b. Information Item: Higher Learning Commission Visit

The final process in the Change of Control application (consolidation of the two colleges) is a follow-up site-visit within six months of approval of the consolidation. The Higher Learning Commission has scheduled the follow-up visit for Monday, September 29, 2014, through Tuesday, September 30, 2014. Dr. Mallory noted that the site-visit team will be requesting a meeting with the Board.

c. Information Item: FY 2013-14 Budget Update

Dr. Hunt presented the third quarter, 9-month actual expenses against budget. With the Higher Learning Commission approval of the BridgeValley consolidation, this budget presentation was consolidated to provide the format for next month’s Board agenda. In June, the Board will approve the first BridgeValley Fiscal Year 2015 budget, which will then go to the West Virginia Council for approval.

VII. Academic Affairs

a. Information Item: BridgeValley Programs

Dr. Mallory presented an updated list of BridgeValley major codes.

b. Information Item: BridgeValley Scholarships

Dr. Mallory provided the Board with a copy of the new scholarship application packet.

VIII. Possible Executive Session—Legal Action

Greg Barker moved to go into Executive Session. Debra Rader seconded. Motion carried. Following Executive Session, the Board reconvened in open session.

The following resolution was moved by Karen Price, with a second from Tom Dover:
Resolved, that the Board of Governors grants the President the authority to contract with a Charleston-area law firm to represent the College in an arbitration matter.

The motion passed unanimously.

IX. Additional Board Action and Comments

The next Board meeting will be held at the South Charleston Campus in Room 006 on Friday, June 6 at 9 a.m.

X. Announcements

a. Commencement, May 9, 2014, 6 p.m., Charleston Civic Center
b. Strategic Planning Retreat, May 14, 2014, Advanced Technology Center

XI. Adjournment

There being no further business, the meeting was adjourned.

_________________________________________________________________________, Mark Dempsey, Chair

_________________________________________________________________________, Jan Vineyard, Secretary
BRIDGECVILLE COMMUNITY AND TECHNICAL COLLEGE
RULES COMMITTEE MEETING MINUTES
May 9, 2014

A meeting of the Bridge Valley Community and Technical College Rules Committee was held on Friday, May 9 immediately following the meetings of the Academic Program Committee and the Board of Governors.

Committee members present were Tom Dover, David Lewia, Karen Price, Earl Waytowich, Judy Whipkey, and Jane Harkins (via telephone conference). Visitors included President Harris and Vice President Mallory.

I. Confirmation of Chair person

Members confirmed the selection of Jane Harkins as Chair of the committee. She then requested that Tom Dover lead this meeting, as she was participating via conference call.

II. Review of the Agenda

Members present agreed with the agenda as previously supplied via email by Alicia Syner.

III. Review of the proposed rules

a. Policy A-5 Title IX
   Motion by Jane Harkins, seconded by Karen Price, to approve the proposed policy as submitted.
   Motion carried.

b. Policy B-8 Faculty and Administrative Productivity
   Motion by Dave Lewia, seconded by Karen Price, to modify the proposed policy as follows:
   1) Amend section 2.2.6 fourth bullet to read “Chair of Major Committee, as defined by the Faculty Senate Constitution;
   2) Remove subsections 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, and 2.2.6 to have them placed in an appropriate operational policy; and
   3) Create a new subsection as follows: “2.3 The President will prepare and submit to the Board of Governors an annual report delineating the Faculty and Administrative productivity in contrast to that of our peer institutions.”
   Motion carried.

c. Policy B-13 Salary Policy
   Motion by Dave Lewia, seconded by Karen Price, to modify the proposed policy as follows:
   1) Strike and replace subsection 3.1 as follows:
3.1 The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a faculty salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process.

2) Remove subsections 3.1.1 and 3.2;
3) Strike and replace subsection 4.1 as follows:

"4.1 The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a classified employee salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process."

4) Strike and replace subsection 5.1 as follows:

"5.1 The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a non-classified employee salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process."

Motion carried.

d. Policy E-5 Assessment, Payment, and Refund of Fees
Motion by Dave Lewia, seconded by Karen Price, to modify the proposed policy as follows:
1) Strike and replace subsection 4.1 as follows:

"4.1 Only students who officially withdraw from all classes at the College shall be eligible for a refund. The refund schedule shall be noticed on the BridgeValley web site and published in the BridgeValley course catalog. Refunds of student tuition and fees will be based upon the same calculation that the United States Department of Education prescribes, regardless of the source of the funds."

2) Remove subsection 4.2
Motion carried.

IV. Next Steps

These Policies will be included on the agenda for the June 6, 2014 Board of Governors meeting for further action by the full BOG.
V. Adjournment

Dr. Mallory made mention of another Rule which will require action shortly—a rule addressing tuition and fees exceptions for high school students in dual-credit courses. She will initially share the specifics with Chair Harkins, who may place this immediately on the agenda for the June 6th meeting for discussion by the entire Board.

With no further business to come before the committee, the meeting was adjourned.

Respectfully submitted,

Thomas W. Dover
ITEM: Title IX Rule Requiring 30-Day Comment Period

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approves attached proposed Rule A-5: Title IX for distribution to constituencies and posting for a 30-day comment and submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBER: Jo Harris

BACKGROUND:

In compliance with WV Code 18B-1-6 and 133-4, the proposed Rule A-5 sets forth the BridgeValley Community and Technical College Board of Governors’ Policy regarding sexual harassment.
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

POLICY A-5

POLICY REGARDING SEXUAL MISCONDUCT, NONDISCRIMINATION, EQUAL OPPORTUNITY, AND OTHER FORMS OF HARASSMENT

Section 1. General

1.1. Scope — This rule sets forth the BridgeValley Community and Technical College Board of Governors’ Policy regarding sexual harassment.

1.2. Authority — W. Va. Code § 18B-1-6, § 133-4; Sexual harassment is prohibited by:
   • The 1980 Equal Employment Opportunity Commission (EEOC) interpretive guidelines on Title VII of the Civil Rights Act of 1964;
   • The Office of Civil Rights policy statement interpreting Title IX of the Educational Amendments of 1972; and
   • The West Virginia Human Rights Act.

1.3. Effective Date — July 1, 2014.

Section 2. Definitions

2.1. “Bullying” means repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally, on the basis of actual or perceived membership in a Protected Category.

2.2. “Consent” to sexual activity may be communicated in a variety of ways, both verbal and non-verbal. Verbal communication prior to engaging in sexual activity certainly can help to clarify for the individuals involved whether or not there is consent. One should presume that there is no consent in the absence of a clear positive indication of consent.

Likewise, non-consent or lack of consent may also be communicated in a variety of ways both verbal and nonverbal. A verbal "no" (or its verbal or non-verbal equivalent) indicates an unwillingness to participate in sexual activity. Non-consent can also be communicated in a variety of other ways, depending on the circumstances or context. Even in the absence of a verbal "no," physical resistance is not necessary to communicate a lack of consent. Although consent does not need to be verbal, verbal communication is the most reliable form of asking for and gauging consent, and you are thus urged to seek consent in verbal form. Talking with sexual partners about desires and limits may seem awkward, but serves as the basis for positive sexual experiences shaped by mutual willingness and respect.

2.3. “Consent” requires the response of yes, not the absence of no. Consent requires conversation. The person who initiates sexual activity is responsible for asking for consent. The absence of a clear verbal signal means you do not have consent. Both parties must have unimpaired judgment (examples that may cause impairment include but are not limited to alcohol, drugs,
and mental health conditions). Prior to sexual activity, both parties must disclose personal risk factors such as any known STDs, and both parties must use safer sex practices. Consent means that both partners decide together to have sex. Regardless of your prior sexual history consent is required each time you have sexual activity. Both parties must have a clear and accurate understanding of the intended sexual activity. It is not your partner’s job to resist; it is your responsibility to respect his/her boundaries. At any time when consent is withdrawn or not verbally agreed to, the sexual activity must stop. Silence is not consent. You cannot rely on assumptions on what your partner does or does not want. Incapacity of the victim does not constitute consent on the part of the victim. A person is determined incapable of consent when such person is less than sixteen years old; or mentally defective; or mentally incapacitated; or physically helpless. Mentally defective means that the person suffers from a mental disease or defect, which renders such person incapable of appraising the nature of his or her conduct. Mentally incapacitated means that a person is rendered temporarily incapable of appraising or controlling his or her conduct as a result of the influence of a controlled or intoxicating substance administered to such person without his or her consent or as a result of any other act committed upon such without his or her consent. Physically helpless means that a person is unconscious or for any reason is physically unable to communicate unwillingness to an act. It is the position of College that a sexual assault also occurs against the victim who willingly takes a controlled or intoxicating substance if the sexual contact occurs after the victim becomes temporarily incapable of appraising or controlling his or her conduct as a result of the controlled or intoxicating substance. A student charged with sexual assault can be prosecuted under West Virginia law AND disciplined in accordance with College policies and regulations. A student found guilty of sexual assault through the campus Student Conduct system may be subject to suspension or expulsion.

2.4. “Discrimination” means actions that deprive others of educational or employment access, benefits or opportunities on the basis of their actual or perceived membership in a Protected Category.

2.5. “Domestic Violence/Intimate Partner Violence/Abuse” means the occurrence of any of the following acts/conditions between those in or having previously been in an intimate relationship to each other, including dating, domestic and/or any other intimate relationship.

2.4.1. Attempting to cause or intentionally, knowingly or recklessly causing physical harm to another with or without dangerous or deadly weapons;

2.4.2. Placing another in reasonable apprehension of physical harm;

2.4.3. Creating fear of physical harm by harassment, stalking, psychological abuse or threatening acts;

2.4.4. Committing sexual assault, sexual abuse, domestic battery or domestic assault as those terms are defined under West Virginia criminal law;

2.4.5. Holding, confining, detaining or abducting another person against that person’s will.

2.6. “EEO/Equity/AA/Employee ADA/504 Coordinator” means the Chief Human Resources Officer, who serves as the Equal Employment Opportunity/Equity/Affirmative Action Coordinator and the Americans with Disabilities Act 504 Coordinator for Employees and oversees implementation of The College’s Affirmative Action and Equal Opportunity plan,
disability compliance, and The College’s policy on discrimination and harassment. The Director of Student Services serves as the Americans with Disabilities Act/504 Coordinator for students.

2.7. “Hazing” means acts likely to cause physical or psychological harm or social ostracism to any person within the College community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity on the basis of actual or perceived membership in a Protected Category.

2.8. “Hostile Environment” means an environment created by oral, written, graphic, or physical conduct that is sufficiently severe, persistent, or pervasive and objectively offensive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities.

2.9. “Incapacitation” means as a state where a person cannot make rational, reasonable decisions because he or she lacks the capacity to give knowing consent (e.g., to understand the who, what, when, where, why or how of his or her sexual interaction).

2.10. “Intimidation” means implied threats or acts that cause an unreasonable fear of harm in another on the basis of actual or perceived membership in a Protected Category.

2.11. “Minor” means a person under the age of 16 years.

2.12. “Non-Consensual Sexual Contact” means any intentional Sexual Touching, however slight, with any object, by a person upon another person, that is without consent and/or by force.

2.13. “Non-Consensual Sexual Intercourse” means any Sexual Penetration or intercourse (anal, oral or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force.

2.14. “Protected Category” means a category under which an individual falls or is perceived to fall that is protected under federal, state, or local anti-discrimination laws, including race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, marital status, veteran or military status, disability, or genetic information.

2.15. “Retaliation” means any adverse employment action taken against a person who complained about harassment, supported a complainant involving harassment, or who participated in the investigation of a claim of harassment because of that person’s participation in filing the complaint of harassment, supporting a complainant involving harassment, or for participating in the investigation of a claim of harassment.

2.16. “Sexual Exploitation” means a situation in which a person takes non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse, or Non-Consensual Sexual Contact. The term includes, but is not limited to, the following situations:

2.16.1. Sexual voyeurism, such as watching a person undressing, using the bathroom or engaging in sexual acts without the consent of the person observed;

2.16.2. Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent, such as allowing another person to hide in a closet and
observe sexual activity, or disseminating sexual pictures without the photographed person’s consent;

2.16.3. Prostitution;

2.16.4. Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection; and

2.16.5. Administering alcohol or drugs (such as date rape drugs) to another person without his or her knowledge or consent for the purpose of engaging in sexually-related activity with that person.

2.17. “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual/gendered-related nature. A form of sexual harassment occurs when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status, submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting such individual, or such conduct creates a Hostile Environment.

2.18. “Sexual Penetration” means vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth to genital contact or genital to mouth contact.

2.19. “Sexual Touching” means any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

2.20. “Stalking” means a course of conduct (i.e., repetitive and/or menacing pursuit, following, harassment and/or interference with the peace and/or safety of another) directed at a specific person that is unwelcome and would cause a reasonable person to feel fear.

2.21. “Title IX Coordinator” means the Chief Human Resources Officer.

Section 3. General Provisions

3.1. The College is committed to promoting the goals of fairness and equity in all aspects of the educational enterprise.

3.2. This policy applies to behaviors that take place on campus, at College sponsored events, and may also apply off-campus and to actions online when the EEO/Equity/AA/ADA/504 Coordinator or the Title IX Coordinator determines that the off-campus conduct affects a substantial College interest. A substantial College interest includes, but is not limited to, the following:

3.1.1 Any action that constitutes a criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where College is located;

3.1.2 Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;

3.1.3 Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
3.1.4 Any situation that is detrimental to the educational interests of College; and

3.1.5 These provisions of this rule apply equally to and against vendors, contractors, suppliers and any other outsiders who may interact with College or its employees or students.

3.3. Any online postings or other electronic communication, including cyber-bullying, cyber stalking, cyber-harassment, etc. occurring within College’s control (e.g. College networks, websites or between College email accounts). Any online postings or other electronic communication, including cyber-bullying, cyber stalking, cyber-harassment, etc. occurring outside of College’s immediate jurisdiction will be investigated when those online behaviors may have the effect of creating a Hostile Environment.

3.4. Inquiries about this policy may be made internally to either the Title IX/ EEO/ Employee ADA Coordinator (Chief Human Resources Officer, Office 302, 304-205-6606) or the Student ADA Coordinator (Director of Student Services, Office 012, 304-205-6710)

3.5. All new students, newly hired employees and existing employees will be trained in primary prevention and awareness programs relating to sexual misconduct, domestic violence and related offenses. At a minimum, that training will inform on the nature of prohibited conduct, the definitions of various prohibited behaviors, the definition of "consent" as applied by the institution, safe and positive options for bystander intervention in risky situations, means of recognizing signs of domestic violence and abusive behavior and on-going prevention and awareness of related issues. In addition, that training will inform attendees of the relevant provisions of this policy for purposes of recognizing and reporting instances of prohibited conduct.

3.6. Inquiries may be made externally to the Office for Civil Rights, at http://www.ed.gov/ocr.

Section 4. College’s Affirmative Action Manual

4.1. College subscribes to the principles and regulations pertaining to equal opportunity and affirmative action.

4.2. In compliance with these regulations, College shall maintain an affirmative action manual in the Office of Human Resources.

Section 5. Nondiscrimination

5.1. College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, marital status, veteran or military status, disability, or genetic information.

5.2. This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the College community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the College community on the basis of their actual or perceived membership in a Protected Category is in violation of this policy on nondiscrimination.
Section 6. Accommodation of Disabilities

6.1. College is committed to compliance with the Americans With Disabilities Act of 1990 ("ADA") and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

6.2. The EEO/Equity/AA/ADA/504 Coordinator is responsible for coordinating efforts to comply with the disability laws set forth in Section 6.1, including investigation of any employee or student complaint alleging noncompliance.

6.3. Students with Disabilities

6.3.1. Pursuant to the ADA, College will provide reasonable accommodations and support to all students who have a qualifying disability to ensure equal access to the programs and activities of College.

6.3.2. All accommodations are made on a case-by-case basis by the ADA Coordinator. Students requesting any accommodation should contact the appropriate Dean, who will review documentation provided by the student and in consultation with the student and other appropriate resources, determine which accommodation, if any, is appropriate to the student’s particular needs and programs. Accommodations for student examinations must be made pursuant to College’s policy on accommodations for examinations.

6.4. Employees with Disabilities

6.4.1. Pursuant to the ADA, College will provide reasonable accommodations to all qualified employees with known disabilities, where their disability affects the performance of their essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

6.4.2. An employee with a disability is responsible for requesting an accommodation in writing from his or her supervisor, who will consult with the individual and the EEO/Equity/AA/ADA/504 Coordinator to identify which essential functions are affected by the employee’s disability and what reasonable accommodations could enable the employee to perform those duties.

6.4.3. Employees requesting accommodation may be required to provide medical certification from the employee’s health care provider that includes: (1) identification of the health care provider; (2) the health care provider’s diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.
Section 7. Discriminatory Harassment

7.1. College is committed to providing a work and educational environment free from discriminatory harassment. This harassment policy is not meant to inhibit or to prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters.

7.2. The following forms of harassment are prohibited under this policy:

7.2.1. Discriminatory and Bias-Related Harassment

(i) Harassment constitutes a form of discrimination that is prohibited by law. This policy explicitly prohibits any form of harassment on the basis of actual or perceived membership in a Protected Category, by any member or group of the College community or any outsider to the College community who interacts with the College community, which creates a Hostile Environment, both objectively and subjectively. Merely offensive conduct and/or harassment of a generic nature not on the basis of an actual or perceived membership in a Protected Category is not prohibited by this policy, and should be addressed with civil confrontation or effective conflict resolution mechanisms. For assistance with conflict resolution techniques, contact the College Office of Human Resources. Harassment that does not rise to the level of creating a Hostile Environment is still a concern to College and should be reported so that appropriate intervention and remedies can be implemented, if needed.

(ii) College will not tolerate discriminatory harassment against any employee, student, visitor, or guest on the basis of his or her actual or perceived membership in a Protected Category.

7.2.2. Sexual Harassment

Sexual Harassment, which applies to employer and employees and students, is a form of sex/gender discrimination, is an unlawful discriminatory practice, and is a violation of this policy.

Section 8. Additional Misconduct Offenses

8.1. Threatening or causing physical harm, extreme verbal abuse, or other conduct that threatens or endangers the health, safety or peace of mind of any person on the basis of their actual or perceived membership in a Protected Category;

8.2. Intimidation;

8.3. Hazing;

8.4. Bullying;

8.5. Domestic Violence/Intimate Partner Violence/Abuse;

8.6. Stalking; and
8.7. Violating any other College policies or procedures, when such violation is motivated by the actual or perceived membership of the victim in a Protected Category.

Section 9. Consensual Relationships

9.1. There are inherent risks in any romantic or intimate relationship between individuals in unequal positions. Thus, except as otherwise provided in Section 9.2, any romantic or intimate relationships in which power differentials are inherent are prohibited, which include, but are not limited to, the following:

9.1.1. relationships between students or applicants for admission and administrators, faculty, preceptors, standardized patients, or any College employee where a direct power differential exists between the student or applicant for admission and the employee;

9.1.2. relationships between a College employee holding a direct or indirect supervisory and/or evaluative role over the other person in the relationship; or

9.1.3. any other romantic or intimate relationship between students or applicants for admission and employees or between employees where any employment-related power differential exists between the persons in the relationship.

9.2. Notwithstanding the prohibitions in Section 9.1, any romantic or intimate relationship prohibited in Section 9.1 that exists prior to the creation of a power differential between the individuals involved in the romantic or intimate relationship shall not violate this policy if (i) the individuals in the relationship report the existence of the relationship as required in Section 9.4 before the power differential is created and (ii) the individuals consent to the removal of any potential power differential that could exist, which may require appropriate administrative action, including but not limited to, shifting or otherwise relocating an employee within a separate department or reporting capacity from the other individual involved in the relationship or the shifting of grading or other decision-making responsibilities of a faculty member which affect a particular student in the case of a pre-existing relationship with that student.

9.3. Issues may also arise in the educational setting or workplace from romantic or intimate relationships between students or applicants for admission and College employees or between College employees where a direct or indirect supervisory and/or evaluative role or other power differential does not exist between the persons in the relationship. Thus, while not prohibited, such relationships are highly discouraged.

9.4. If a relationship develops that falls under Sections 9.2 or 9.3, the student, applicant for admission, or employee involved in the relationship must timely report the existence and termination, if any, of such relationship as follows: applicants for admission and students report to the Vice President for Academic Affairs and Student Services, employees report to the Chief Human Resources Officer.

9.5. Once a relationship is reported under Section 9.4, the Vice President or Chief Human Resources Officer, respectively, shall inform the persons involved in the relationship of College's standards concerning consensual relationships, may set parameters while the persons are on campus, and make take other steps as appropriate.
9.6. Persons who engage in any relationship prohibited by Section 9.1 or who engage in any relationship listed in Sections 9.2 and 9.3 and who fail to timely report shall be subject to administrative action, up to and including termination of employment or dismissal from College, as applicable.

Section 10. Sexual Misconduct

10.1. Acts of sexual misconduct may be committed by any person upon any other person, regardless of the sex, gender, sexual orientation and/or gender identity of those involved. The following acts of sexual misconduct are prohibited:

10.1.1. Sexual Harassment, as set forth in Section 7.2.2 of this policy;

10.1.2. Non-Consensual Sexual Intercourse;

10.1.3. Non-Consensual Sexual Contact; and

10.1.4. Sexual Exploitation.

10.2. Consent

10.2.1. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the sexual activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual activity.

10.2.2. A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the individual initiating or furthering the sexual misconduct was intoxicated and, therefore, did not realize the incapacity of the other.

10.2.3. This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs.

10.2.4. Consent to some sexual contact, such as kissing or fondling, cannot be presumed to be consent for other sexual activity, such as intercourse. A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent. A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue, and, if that happens, the other person must stop immediately.

10.2.5. In the State of West Virginia, a minor cannot consent to sexual activity. Thus, sexual contact by an adult with a person younger than 16 years old is a crime as well as a violation of this policy, even if the minor wanted to engage in the act.

10.3. Filing of Complaints

10.3.1. To file a complaint of sexual misconduct or other violation of this policy falling
under Title IX, an employee, student, or applicant may complete a Sexual Misconduct Complaint Form. Forms may be obtained from the Office of Human Resources.

10.3.2. The College will ensure that any person designated to conduct an investigation into allegations raised under this policy is fully and adequately trained in the conduct of such investigations, the dynamics of domestic and sexual violence and other matters significant to an understanding of the issues underlying the investigation. The College will also ensure that the conduct of such investigations is done in such a manner as to protect the safety of victims and to promote accountability.

10.3.3. Completed Sexual Misconduct Complaint Forms shall be submitted to the Title IX Coordinator as soon as possible after the incident. If a complaint is against the Title IX Coordinator, the Sexual Misconduct Complaint Form shall be filed with the President, who will immediately designate a person to begin an investigation consistent with this policy.

10.3.4. The Title IX Coordinator shall arrange for a prompt, thorough, reliable, and impartial investigation of all complaints. Interim corrective measures may be taken during the investigation process. Parties will be informed, on an ongoing basis, of the status of the investigation. Parties will also be informed of their right to have others present during any part of the institutional disciplinary process.

10.3.5. At the victim’s discretion, College will employ measures designed to ensure the confidentiality of the fact, contents and findings of an investigation. Such measures may include, among other things, a coding system for complaints so as to hide any personally identifiable information on victims and internal controls on access to information so as to ensure the dissemination of such information on a need-to-know basis.

10.3.6. The standard of evidence to be applied in the investigation of a complaint is that of a preponderance of the evidence. In other words, to substantiate a complaint filed under this rule the evidence collected and considered during the investigation must demonstrate that it is more likely than not that the complained of conduct occurred.

10.3.7. Upon completion of the investigation, the Investigator(s) shall provide a written report of investigation, which will set forth the final determination of the complaint on the basis of a preponderance of the evidence. Parties will be notified simultaneously and in writing of the disposition of the complaint and the process for appeal.

10.4. Receipt of Notice

Regardless of whether a complaint is filed under Section 10.3, if an employee of College receives notice concerning alleged sexual misconduct or other violation of this policy falling under Title IX, then that employee shall report to the Title IX Coordinator that much of the information contained in the notice as that employee is permitted to report under applicable confidentiality laws or that has not been requested by the victim to be specifically withheld, unless an immediate threat of harm exists to self or others. Upon receipt of the notice, the Title IX Coordinator, or designee, shall investigate the information contained in the notice, determine what sexual misconduct or other violation of this policy occurred, if any, and respond appropriately. The Title IX Coordinator’s response may vary, depending on the information contained in the particular notice, including initiation of the formal investigation process set forth in Sections 10.3.3 and 10.3.4 above.
10.5. Appeal

10.5.1. Any party who wishes to appeal the recommendations contained in the report of investigation, as they relate to sexual misconduct or other violations of this policy falling under Title IX, including the sanctions imposed by the investigators, may do so by submitting that party’s appeal in writing to the Chief Human Resources Officer (hereinafter “Appeals Officer”). Signed appeals should be hand-delivered or emailed in pdf format to the Appeals Officer within five (5) business days of the issuance of the final report of investigation. The Appeals Officer shall share a copy of the written appeal with the other party, who will be given an opportunity to respond to the appeal. All responses to the appeal must be submitted in writing to the Appeals Officer within five (5) business days of receiving the copy of the appeal from the Appeals Officer.

10.5.2. Recommendations not related to sexual misconduct or other violations of this policy falling under Title IX shall be addressed through applicable College policies and procedures, including handbooks, concerning employee and student conduct, as set forth in Section 16.

10.5.3. All appeals and responses are then reviewed by the Appeals Officer to determine if the appeal request meets the limited grounds and is timely. The original recommendations and sanctions will stand if the appeal is not timely or does not fall within the grounds for appeal set forth below, and the decision is final. The original recommendations and sanctions will also remain in effect pending the outcome of any appeal. If the appeal has standing, the Appeals Officer will consider the appeal. The party requesting the appeal has the burden of proving the error, as the original recommendations and sanctions are presumed to have been decided reasonably and appropriately. The only grounds for appeal are as follows:

10.5.3.1. A procedural or substantive error occurred that significantly impacted the outcome of the investigation, such as substantiated bias or material deviation from established procedures;

10.5.3.2. To consider new evidence, unavailable during the original investigation, that could substantially impact the original recommendations or sanctions (a detailed description of this new evidence and its potential impact must be included); or

10.5.3.3. The sanctions imposed are substantially disproportionate to the severity of the violation.

10.5.4. Within ten (10) business days of receiving the response(s) to the appeal(s), if any, the Appeals Officer will provide to both parties a Memorandum of Decision.

10.5.5. If the Appeals Officer determines that a material procedural or substantive error occurred, the Appeals Officer may return the matter to the original investigators with instructions to reconvene to cure the error. The results of a reconvened investigation cannot be appealed. In rare cases where the procedural or substantive error cannot be cured by the original investigators, as in cases of substantiated bias, the Appeals Officer may order a new investigation on the complaint with new investigators. The results of a new investigation can be appealed, once, on the applicable grounds for appeals.
10.5.6. If the Appeals Officer determines that new evidence should be considered, the Appeals Officer will return the matter to the original investigators to reconsider in light of the new evidence only. The reconsideration of the original investigators is not appealable.

10.5.7. If the Appeals Officer determines that the sanctions imposed are disproportionate to the severity of the violation, the Appeals Officer will return the matter to the investigators, who will modify the sanctions according to the directions of the Appeals Officer. The modified decision of the investigators is final.

10.5.8. Once an appeal is completed, the parties will be notified, simultaneously, of the final determination and any changes that result.

Section 11. Reporting of Violations

11.1. Reports of violations of this policy should be made promptly as follows:

11.1.1 Reports of discrimination, harassment, retaliation, or other violations of this policy should be made to the Chief Human Resources Officer;

11.1.2 Reports of sexual misconduct or other violations of this policy falling under Title IX should be made to the Title IX Coordinator;

11.1.3 Reports of violations of this policy involving the EEO/Equity/AA/ADA/504 Coordinator or the Title IX Coordinator should be made to the President;

11.1.4 Reports of violations of this policy involving the President of College should be made to the Chief Human Resources Officer and;

11.1.5 Reports of violations of this policy involving the Chair of the College Board of Governors should be made to the West Virginia Higher Education Policy Commission.

11.2. If a reporting individual believes that an immediate threat of harm exists to self or others or that an individual has violated federal, state, or local law, the reporting individual should immediately contact law enforcement.

11.3. Upon receiving a report of an alleged violation of this policy, the appropriate administrator listed in Section 11.1 shall promptly investigate the alleged violation contained in the report.

11.4. Although reports of violations of this policy should be made promptly, there is no time limitation on the filing of reports, as long as the accused individual remains subject to College’s jurisdiction. Individuals responsible for receiving and investigating complaints made under this rule shall ensure victims are notified of their option to seek—or not to seek—assistance from law enforcement and/or campus authorities and the potential consequences of any such election. In addition, victims shall be provided with contact information for the local domestic violence shelter (see below) and the magistrate court for purposes of determining whether to seek civil relief from the complained-of conduct.
Section 12. Retaliation

Retaliation against an individual for alleging harassment, supporting a complainant or for participating in the investigation of information relevant to a claim of harassment is a serious violation of this policy, will be treated as another possible instance of harassment or discrimination, and should be reported immediately as set forth in Section 11.1. College will take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

Section 13. Remedial Action

College will implement initial remedial and responsive actions upon notice of alleged harassment, retaliation, or discrimination, and will take additional prompt remedial and/or disciplinary action with respect to any member of the College community, guest, or visitor who has been found to engage in harassing or discriminatory behavior or retaliation. The nature of the remedial action will necessarily depend on the nature of the conduct, the results of the investigation and the totality of the circumstances. That remedial action, however, may encompass actions as minor as a verbal reprimand and as significant as termination of employment or dismissal from the institution. Deliberately false and/or malicious accusations of harassment, as opposed to complaints which, even if erroneous, are made in good faith, are just as serious an offense as harassment and will be subject to appropriate disciplinary action.

Section 14. Confidentiality of Reported Information

Individuals wishing to report violations of this policy must be aware that College administrators, depending on their roles, have varying reporting responsibilities and abilities to maintain the confidentiality of the individual making the report. Prior to reporting a violation of this policy to a particular administrator, an individual should inquire as to whether that administrator is bound by certain confidentiality and mandatory reporting requirements. Some College resources may be able to maintain confidentiality, offering options and advice without any obligation to inform an outside agency or individual unless the reporting person requested information to be shared or the information indicates an immediate threat of harm to self or others. Additional information on reporting options can be found on College’s website, at http://www.BridgeValley.edu, under the “Human Resources” link or the “Students” link Title IX.

Section 15. Federal Timely Warning Obligations

Victims of sexual misconduct should be aware that College administrators must issue timely warnings to the College community for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. No such warning will identify a victim or contain information that could do so unless permitted by the victim.
Section 16. Violations of Policy

16.1. Any employee or student who is found to have violated this policy will be subject to administrative action, up to and including termination of employment or dismissal from College, as applicable.

16.2. Except as provided in Section 10 of this policy concerning sexual misconduct or other violations of this policy falling under Title IX, violations of this policy shall be addressed as follows:

16.2.1. Violations by students shall be addressed though College policies and procedures on student conduct.

16.2.2. Violations by employees shall be addressed through the West Virginia Higher Education Policy Commission rules and procedures and the College policies and procedures on employee conduct, including applicable faculty and staff handbooks.

Section 17. Implementation of Policy

This policy will be implemented using applicable West Virginia Higher Education Policy Commission rules and procedures, College policies and procedures, and College faculty, staff, and student handbooks. In the event the individual, name, title, or contact information changes for any of the individuals listed in this policy, the President of College may revise such information within this policy without resubmittal of this policy through the rulemaking process.
ITEM: Faculty and Administrative Productivity Rule Requiring 30-Day Comment Period

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approves the attached revised Rule B-8: Faculty and Administrative Productivity for distribution to constituencies and posting for a 30-day comment and submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBER: Jo Harris

BACKGROUND:

In compliance with WV Code 18B-7-7 and 18B-7-8, this revised rule establishes policy regarding faculty and administrative productivity.
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

POLICY B-8

FACULTY AND ADMINISTRATIVE PRODUCTIVITY

Section 1. General

1.1. Scope — This rule establishes policy regarding faculty and administrative productivity.

1.2. Authority — W. Va. Code § 18B-7-7, § 18B-7-8

1.3. Effective Date — July 12, 2013; Revised Effective Date – July 8, 2014.

Section 2. Productivity: Faculty and Administrative

2.1. Administrators shall be at least ten percent (10%) more productive than administrators at similar peer institutions as approved by the West Virginia Council for Community and Technical College Education (Council).

2.1.1. Administrators shall be defined as employees in senior-level positions that should be reported according to the College and University Personnel Association (CUPA) administrator survey guidelines.

2.1.2. In addition to their regular administrative duties, all campus administrators holding faculty rank shall teach at least one (1) course during each eighteen-month employment period or conduct appropriate academic research. Teaching and/or research conducted by administrators shall be evaluated in accordance with institutional policy.

2.1.3. Appropriate measures of productivity will be compared with equivalent data for similar peer institutions as approved by the Council. Such measures shall include the number of administrators as a percent of total full-time employees and the average administrator salary as compared to the appropriate peer average in addition to such other measures as may be deemed appropriate.

2.2. The average number of student credit hours taught per faculty full-time equivalency (FTE) at each institution shall be at least ten percent (10%) greater than the average during the most recent year for which comparable data are available at similar peer institutions as approved by the Council. Where appropriate, the institutions shall develop means to relate credit hours to contact hours. The population of faculty will be consistent with those reported in the federal Integrated Postsecondary Education Data System (IPEDS) survey.
2.3. The President will prepare and submit to the Board of Governors an annual report delineating the faculty and administrative productivity in contrast to that of our peer institutions.
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Salary Policy Rule Requiring 30-Day Comment Period

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approves the attached revised Rule B-13: Salary Policy for distribution to constituencies and posting for a 30-day comment and submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBER: Jo Harris

BACKGROUND:

In compliance with WV Code 18B-8-3 and 18B-8-3a and West Virginia Council for Community and Technical College Education Procedural Rule Series 8 Salary Guidelines, this revised rule delineates the procedures to be followed by the BridgeValley Community and Technical College Board of Governors in determining annual salary increases for its employees.
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

POLICY B-13

SALARY POLICY

Section 1. General

1.1. Scope — This rule delineates the procedures to be followed by the BridgeValley Community and Technical College (BridgeValley) Board of Governors in determining annual salary increases for its employees.

1.2. Authority — W. Va. Code § 18B-8-3; and § 18B-8-3a; West Virginia Council for Community and Technical College Education Procedural Rule Series 8 Salary Guidelines

1.3. Effective Date — July 12, 2013; Revised Effective Date – July 8, 2014.

Section 2. Background

2.1. In its Strategic Plan,¹ BridgeValley states its commitment to attract and retain quality faculty, staff, and administrators so as to accomplish the institutional goals. The realization of this plan is based upon continued increases in state support and the ability to raise tuition and fees.

Section 3. BridgeValley Community and Technical College Faculty Salary Policy

3.1. The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a faculty salary pool may be created from available revenues generated by state resources, student fees and/or other sources. Sixty-five percent (65%) of the pool will be dedicated to performance-based increases and thirty-five percent (35%) dedicated to across-the-board raises with five percent (5%) dedicated to equity adjustments, if necessary — 3.1.1. Merit shall be determined through the annual review process.

The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a faculty salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process.

3.2. Faculty shall be identified annually who are being paid below any salary schedule adopted by the Board, and a separate pool of funds may be identified in the discretion of the Board to address those discrepancies, if any, with increases tied to performance.

¹ Implementation strategy for faculty pay raises can be found at Operating Policy No. B-OP-01-09. Salary Enhancement for Academic Achievement Policy can be found as Board Policy B-14.
Section 4. Classified Employees

4.1. The Board shall determine on an annual basis whether a classified employees salary pool may be created from available revenues generated by state resources, student fees, and/or other sources. One hundred percent (100%) of that pool shall be dedicated to merit increases tied totally to performance.

The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a classified employee salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process.

Section 5. Non-Classified Employees

5.1. The Board shall determine on an annual basis whether a pool of funds for non-classified employees may be created from available revenues generated by state resources, student fees, and/or other sources. Seventy-five percent (75%) of the pool will be based on performance and twenty-five percent (25%) dedicated to across-the-board raises.

The BridgeValley Board of Governors (Board) shall determine on an annual basis whether a non-classified employee salary pool may be created from available revenues generated by state resources, student fees and/or other sources. A portion of these funds may be set aside by the Board to address equity issues. Of the remaining funds, seventy percent (70%) of the pool will be dedicated to performance-based increases and thirty percent (30%) dedicated to across-the-board raises. Merit shall be determined through the annual review process.
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Assessment, Payment, and Refund of Tuition and Fees Rule Requiring 30-Day Comment Period

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approves the attached revised Rule E-5: Assessment, Payment, and Refund of Tuition and Fees for distribution to constituencies and posting for a 30-day comment and submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBER: Jo Harris

BACKGROUND:

In compliance with WV Code 18B-1-6, 18B-10-1, 18B-10-8 and West Virginia Council for Community and Technical College Education Title 135 Legislative Rule, Series 32, Tuition and Fees, this revised rule establishes general policies related to assessment, payment, and refund of fees at BridgeValley Community and Technical College.
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

POLICY E-5

ASSESSMENT, PAYMENT, AND REFUND OF TUITION AND FEES

Section 1. General

1.1. Scope — This rule establishes general policies related to assessment, payment, and refund of fees at BridgeValley Community and Technical College (BridgeValley).

1.2. Authority — W. Va. Code §§ 18B-1-6, 18B-10-1, 18B-10-8, West Virginia Council for Community and Technical College Education Title 135 Legislative Rule, Series 32, Tuition and Fees

1.3. Effective Date — July 12, 2013; Revised Effective Date July 8, 2014.

Section 2. General Rules

2.1. Tuition and fees must be assessed, waived or refunded in accordance with any applicable West Virginia State statute. Fees include those where Board of Governors’ approval is required as specified in the West Virginia State Code and other special user fees.

2.2. All tuition and fees and obligations must be collected prior to the first day of classes (for regular semester registrations) except as provided in this policy.

2.3. All tuition and fees must be collected prior to the first class session for non-traditional course registrations except as provided in this policy.

2.4. Exceptions may be granted where a bona fide third-party agency has provided authorization in writing that payment will be made for the student.

2.5. Exceptions may be granted for financial aid disbursements for situations with no fault to the student.

2.6. Exceptions shall be granted for deferred payment plans that shall be offered.

2.7. The use of credit cards and other electronic payment options may be offered. Processing fees may be assessed for such options assuming the credit card vendor allows.

2.8. All tuition and fees charged to students must have approval by the BridgeValley Board of Governors (Board) and published so as to be readily available to students.
Section 3. Fee Charges

3.1. Students enrolled during traditional time periods (semesters) for twelve (12) or more hours pay maximum tuition and fee charges in each basic fee category.

3.2. Students taking fewer than twelve (12) credit hours in a regular time period (semester) shall have their tuition and fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour.

3.3. Tuition and fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the student registers in accordance with the pro rata formula established in the previous paragraph and with the exception of capital and auxiliary capital fees may not be limited to the total fees assessed during a traditional semester.

3.4. Tuition and fees may be established and charged for all non-credit community service courses in an amount to ensure that the offering is self-supporting, including indirect costs.

Section 4. Refund of Tuition and Fees

4.1. Only students who officially withdraw from all classes at the College shall be eligible for a refund. The schedule shall be noticed on the BridgeValley web site and published in the BridgeValley course catalog. In accordance with Series 32, the refund schedule is as follows:

Only students who officially withdraw from all classes at the College shall be eligible for a refund. The refund schedule shall be noticed on the BridgeValley web site and published in the BridgeValley course catalog. Refunds of student tuition and fees will be based upon the same calculation that the United States Department of Education prescribes, regardless of the course of the funds.

4.1.1 Student refunds will be based upon the same calculations that the United States Department of Education prescribes for the return of Title IV student financial aid funds.

4.2. Refunded tuition and fees must be returned in accordance with the requirements of the Higher Education Act whenever Title IV funds are involved.

Section 5. Late Payment and Registration Fees

5.1. A late registration fee shall be imposed on students who register for class(es) after the prescribed registration period.

5.2. Late payment fees shall be imposed periodically on students who do not pay tuition and fees by the prescribed due date.

5.3. These tuition and fees shall be approved annually by the Board of Governors. Tuition
and fees shall be posted on appropriate BridgeValley web site. Due dates for fees must be published in advance.
Report of the President
to the Board of Governors

June 6, 2014

Highlighted Activities since Last Meeting

- Commencement Statistics: Total Degrees and Certificates—733; Total Distinct People—511; Oldest Graduate—66; Gender Distribution: 60% female; 40% male; Attendance: Approximately 3,000
- College-Wide Strategic Planning Retreat—May 14
- Merger of Foundations—May 20
- Meetings with ATC Capital Campaign Consultants
- WVUSU Arbitration—Robinson and McElwee representation
- Tech Park Contract—Review on-going
- Purchase of First Avenue home on BridgeValley block—Montgomery campus
- District Consortium Retreat and Meeting with Career-Technical Center partners from Fayette, Kanawha, and Raleigh counties—Stonewall Resort—May 28, 29, 30
- Bridging the Gap Kick-off Event—June 3
- Multiple interviews with new staff
- Non-classified evaluations

External Meetings

- Best Practices in Workforce and Technical Program Delivery—May 21
- Toyota Meeting—Hosted college representatives from Alabama to learn the AMT Toyota program model—May 22
- Advantage Valley East District Consortium Meeting—May 30
- Business After Hours—South Charleston—May 20
- South Charleston Rotary—Weekly
- New River Gorge Economic Development Authority—May 19
Fiscal Year 2014-15 Budget

Resolved, That the BridgeValley Community & Technical College Board of Governors approves the operating budget for fiscal year 2014-15.

Dr. Pat Hunt

One of the duties of the Board of Governors prescribed in West Virginia Code §18B-2A-4 is to either assume or delegate to the President control of the business affairs. While the Board of Governors (Board) for BridgeValley Community and Technical College approved this delegation to the President; approval of the operating budget is requested. One of the reasons for requesting approval is that the WV Council for Community and Technical College Education will review and approve all community and technical college budgets at their June 12th meeting.

This year’s budget, similar to previous fiscal years’ budgets, reflects funding from tuition and fees (education and general, auxiliary, and capital fees) as well as state appropriations. As in past years, this budget does not include any grant revenue or expenses as these fluctuate widely depending upon how many grants the College receives in a given year. This entire financial information is instead presented in the audited financials that the Board reviews and approves later in the fiscal year. What makes this year’s budget unique is that it represents a consolidated budget for both the Montgomery Campus and South Charleston Campus.

What follows is a conservative budget based upon the following assumptions:

- State appropriations reflect the 3.75% decrease of nearly $300K. However, last year’s budget did not include the $500K for the Advanced Technology Center. At the time the additional allocation occurred, we anticipated that most of these funds might be needed for construction – something not normally included in an operating budget.

- Tuition and Fees revenue is conservatively projected with revenue projections similar to which the College should finish fiscal year 2013-14.
➢ Payroll is also conservatively budgeted with vacant positions remaining until final decisions are made regarding filling these vacancies or replacing with new positions. A surplus remains allowing for unknowns.

➢ Non-payroll expenses have not been allocated to the departments at this point. This process is more complicated with the consolidation and will continue over the summer. A revised budget will be presented to the Board once all allocations have occurred. Currently, these expense projections are budgeted high with some unknown expenses to be resolved.

➢ Fund balances are expected to grow compared to fiscal year 2013-14 and thus increase financial stability. If the College completes fiscal year 2013-14 with the projected $2 million ending fund balance, then the 2014-15 fiscal year beginning reserves will be healthier at 14% with projected year end reserves at 18% of total operating expenses. For fiscal year 2013-14 this projection was at 4.43% and the lowest of all of the community and technical colleges.
# BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

**Proposed Fiscal Year 2015 Budget**

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<th>General Revenue &amp; Tuition and Fees Budget</th>
<th>FY 2015 Proposed Budget</th>
<th>FY 2014 Approved Budget</th>
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**Expenses:**

| Payroll                                  |                         |                         |             |
| Salaries                                 | $8,460,444              | $8,259,768              | 80.3%       |
| Benefits                                 | 1,958,884               | 2,031,809               | 19.7%       |
| **Total Salaries and Benefits**          | **$10,419,128**         | **$10,291,577**         | **75.7%**   |

**Total Non-Payroll Expenses**

| $3,553,354                               | 25.4%                   |

**Total Expenses**

| $13,972,482                               | 100.0%                  |

**Increase / Decrease in Net Assets**

| $602,462                                 | 100.0%                  |

**Beginning Fund Balances**

| $2,000,000                               | 100.0%                  |

**Ending Fund Balances**

| $2,602,462                               | 100.0%                  |
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Constituent Governance Update

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBERS: Jo Harris

BACKGROUND:

The three constituent groups (faculty, staff, and students) worked throughout the transition year to revise governance bylaws and policies as Bridgemont and Kanawha Valley consolidated.

Faculty governance models were different on both campuses: Bridgemont employed the Faculty Assembly model (each faculty member was a member of the Assembly) while Kanawha Valley employed the Faculty Senate model (having faculty representatives from specific areas of the college). As a multi-campus institution, the Senate model was selected for faculty governance and the BridgeValley Faculty Senate Constitution was developed. The following officers were elected to the Senate:

- **Chair**—Chuck Pomeroy
- **Vice Chair**—Amanda McClellan
- **Scribe**—Jason Spencer
- **Advisory Council of Faculty Representative**—Lana Andrean
- **Board of Governors Representative**—Deb McDaniel
- **Montgomery Representative**—Rich Hall
- **South Charleston Representative**—Lori Tate
- **Health Division Representatives**—Laura Grimm, Liesa Kyer, Morri Dabney
- **Business and Legal Division Representatives**—Jeff Finch, Allen Montgomery, Tammy Dearing
- **Technology Division Representatives**—Melissa Thompson, Amanda McClellan, Jason Spencer
- **General Education Division Representatives**—Christine Roth, Chuck Pomeroy, Karen McNeer

Classified Staff Council (CSC) on both campuses operated in a similar manner; however, slight modifications were made to the constitution and bylaws for the consolidated group. The following individuals were elected to serve on the BridgeValley CSC:

- **Chair**—Alicia Syner
- **Vice Chair**—Carla Blankenbuehler
- **Secretary**—Shelley Oden
- **Treasurer**—Kelley Endicott
• **Advisory Council of Classified Employees Representative**—Melanie Whittington
• **Board of Governors Representative**—Debra Rader
• **Administrative/Managerial Sector Representative**—Tammy Bibbee
• **Secretarial/Clerical Sector Representatives**—Paige Brogan, Natalie Price
• **Plant/Maintenance Sector Representatives**—David Brick, Ed Kennedy
• **Professional/Non-teaching Sector Representatives**—Carma McKemy, Misi Lair

One Student Government Association (SGA) will serve BridgeValley. A new constitution with bylaws was developed and adopted; the following students were elected to serve in the SGA for 2014-2015:

• **President**—Hannah Cole
• **Vice President, MC**—Leslie Taylor
• **Vice President, SC**—Joseph Staup
• **Secretary**—Cindy Kline
• **Treasurer**—Whitney Butler
• **Senators, SC**—Charlotte Fowler, Scott Hamilton, Latricia Shepherd-Thaxton
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Faculty Salary Equity Program

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris and Michelle Bissell

BACKGROUND:

BridgeValley is committed to furthering institutional success as part of its strategic goals. Promoting faculty excellence by attracting and retaining qualified faculty is one of the identified priorities within this goal.

Both Bridgemont and Kanawha Valley Community and Technical Colleges had previously adopted methods for deriving faculty salaries. Within the now consolidated institution, the need exists to have a uniform methodology on faculty salary. To ensure faculty salary equity, BridgeValley will employ the use of the 2009 faculty salary study completed by Bridgemont, comparing South Charleston and Montgomery faculty salaries and employing the approach used to equalize salaries for existing faculty. The anticipated timeline to achieve equity is three years, contingent upon consistent state appropriations and tuition and fee revenue.

Beginning Fall 2014, the methodology for salary determination for new hires will be consistent with the attached faculty salary schedule.

Keeping the Board informed during this process is a priority. Updates will be provided on the scope and price range of this project. Percentages and length of implementation may need to be adjusted based on economic conditions annually. Any adjustments to the timeline will be brought before the Board.
This proposal is designated as a three-year plan to adjust base pay of impacted faculty hired prior to 2014-2015. It incorporates the merit ratings already in place for standard faculty salary increases. The individual faculty member’s progress toward target salary levels will be dependent upon his or her prior year’s ratings.

POLICY

BridgeValley Community and Technical College is dedicated to providing a positive work environment and seeks to attract and retain qualified faculty. Implementation of a competitive faculty salary schedule for new hires, complemented by base-pay adjustments for impacted existing faculty, is essential for maintenance of a quality faculty workforce.

PROCEDURES

1. The Board of Governors shall review funding sources from state appropriations and fall tuition and fees collections by November 1 of each year and determine the amount of funding that can be designated for base-pay adjustments for faculty hired prior to the implementation of the 2014-2015 salary schedule.
2. The administration shall provide the Board with salary data, including distance to target information for each affected faculty member.
3. The Board shall determine the base-pay raise pool amount to be used for equity adjustments and the percentage of movement toward the target salary will be based upon the composite evaluation received each May through the faculty evaluation process; this summative evaluation is the result of a multi-faceted, comprehensive process from the previous calendar year.

Example:

- Based on available funding, the Board determines the pool of funding available for base-pay adjustments. Example: total adjustments for faculty hired prior to 2014-2015 equal $300,000; $100,000 (or 33.3%) of the total base-pay inequities can be funded.
- Each impacted faculty member’s distance from target amount is calculated based on rank and the rears within rank compared to the salary schedule.
- If faculty X is $10,000 from target, a maximum of $3,333 is available for base pay adjustment within the first year.
- If Faculty X’s composite rating was “excellent,” 100% of the base-pay adjustment will be funded; if “good,” 90%; if “satisfactory,” 75%. No base-pay adjustments will be funded for “unsatisfactory” performance.
- Any remaining funds from the pool after initial distribution by merit rating will be distributed evenly among all impacted faculty members hired prior to 2014-2015.
<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Yrs in Rank</th>
<th>Current 9-month Salary</th>
<th>Targeted 9-month salary</th>
<th>Difference</th>
<th>1/3 of Difference for 3-year plan</th>
<th>Composite Performance Rating—5/014</th>
<th>Amount of January 2014 increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN DOE</td>
<td>Professor—Applied Technology</td>
<td>Fall1994—5+</td>
<td>66,613</td>
<td>70,000</td>
<td>3,387</td>
<td>1,129</td>
<td>Excellent-100%</td>
<td>1,129</td>
</tr>
<tr>
<td>Rank</td>
<td>1 year</td>
<td>2.5 years</td>
<td>3 years</td>
<td>3.5 years</td>
<td>4 years</td>
<td>4.5 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
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<td>-----------</td>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>36,500</td>
<td>37,500</td>
<td>38,000</td>
<td>38,500</td>
<td>39,000</td>
<td>39,500</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>40,000</td>
<td>41,000</td>
<td>41,500</td>
<td>42,000</td>
<td>42,500</td>
<td>43,000</td>
<td>43,500</td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>45,500</td>
<td>46,500</td>
<td>47,000</td>
<td>47,500</td>
<td>48,000</td>
<td>48,500</td>
<td>49,000</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>55,000</td>
<td>56,500</td>
<td>56,000</td>
<td>57,000</td>
<td>57,500</td>
<td>58,000</td>
<td>58,500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>1 year</th>
<th>2.5 years</th>
<th>3 years</th>
<th>3.5 years</th>
<th>4 years</th>
<th>4.5 years</th>
<th>5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>41,500</td>
<td>42,500</td>
<td>43,000</td>
<td>43,500</td>
<td>44,000</td>
<td>44,500</td>
<td>45,000</td>
</tr>
<tr>
<td>Assistant</td>
<td>50,000</td>
<td>51,500</td>
<td>52,000</td>
<td>52,500</td>
<td>53,000</td>
<td>53,500</td>
<td>54,000</td>
</tr>
<tr>
<td>Associate</td>
<td>50,000</td>
<td>51,500</td>
<td>52,000</td>
<td>52,500</td>
<td>53,000</td>
<td>53,500</td>
<td>54,000</td>
</tr>
<tr>
<td>Professor</td>
<td>70,000</td>
<td>71,500</td>
<td>72,000</td>
<td>72,500</td>
<td>73,000</td>
<td>73,500</td>
<td>74,000</td>
</tr>
</tbody>
</table>

**General Studies and Applied Technologies Salary Targets**

**High Demand Fields (Health, Engineering, Diesel & Computer) Salary Targets**
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Foundation Update

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris

BACKGROUND:

On May 20, 2014, separate meetings were held of the existing Bridgemont and Kanawha Valley Foundations. Voting at both meetings resulted in the acceptance of merger documents, filed with the Secretary of State’s office that afternoon. The formation of the BridgeValley Community and Technical College Foundation, Inc., will be effective July 1, 2014.

Acceptance of new by-laws, increasing the number of directors to up to 20, was completed; current directors of both foundations will become the charter directors for the BridgeValley Foundation.

Dennis Taylor, Bridgemont Director and attorney, completed all required applications and paperwork as an in-kind donation!

The following officers were elected to assume office on July 1:

Chair—Stephen “Rocky” Hackworth
Vice-Chair—Craig Slaughter
Secretary—Tara Elder
Treasurer—Sarah Martin
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: Bridgemont Tuition and Fee Waiver Report

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris

BACKGROUND:

As permitted by WV Code 18B-10-6A, institutions may grant student tuition and fee waivers not to exceed 5 percent of full-time equivalent students (FTE) registered the previous fall semester.

The Code stipulates that the "awarding of tuition and fee waivers" must be entered in the minutes of the Board of Governors annually.

The attached report is provided by the Bridgemont Office of Financial Aid for Academic Year 2013-2014, in compliance with this statute.
### 2013-2014 Tuition Waivers
as of May 13, 2014

<table>
<thead>
<tr>
<th>Type</th>
<th>Total Paid</th>
<th>Number of Students Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>$57,492.40</td>
<td>20</td>
</tr>
<tr>
<td>Need</td>
<td>$1,980.00</td>
<td>3</td>
</tr>
<tr>
<td>Presidential Waivers</td>
<td>$6,461.25</td>
<td>5</td>
</tr>
<tr>
<td>Employee *</td>
<td>$1,036.00</td>
<td>2</td>
</tr>
<tr>
<td>Employee Dependent *</td>
<td>$ -</td>
<td>0</td>
</tr>
<tr>
<td>Foster Care Tuition Waiver *</td>
<td>$ -</td>
<td>0</td>
</tr>
<tr>
<td>Dependent of Fire Fighter/Law Enforcement Killed in the Line of Duty *</td>
<td>$ -</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$66,969.65</td>
<td>30</td>
</tr>
</tbody>
</table>

* These are West Virginia Code Specific Waivers and are not considered institutional waivers. As such, they do not fall within the 5% statutory cap.
ITEM: Program Follow-up Actions

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approve the program follow-up recommendations for the A.A.S. in Marketing, Hospitality Management, and Power Plant Technology, and C.A.S. in Advertising and Sales.

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

The A.A.S. in Marketing, Hospitality Management, and Power Plant Technology, and C.A.S. in Advertising and Sales were reviewed as a follow-up to the previous year program review reports. The following table identifies the recommended actions for each of these programs, with specific reports on each program on the following pages.

<table>
<thead>
<tr>
<th>Degree /Emphasis Area</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Marketing (General and 2+2), AS Certificate in Advertising and AS Certificate in Sales. Follow-up Report.</td>
<td>Accept the report with no further follow-up necessary.</td>
</tr>
</tbody>
</table>
Follow-up Program Review Reports
Kanawha Valley Community and Technical College
Academic Year 2013-2014


Others in Attendance: Jeff Finch and Megan Lorenz.

Program: A.A.S in Marketing (General and 2+2), Date: 01/31/2014

This is the A.A.S. Marketing Program’s 1-year follow-up report to the 5-year Review in 2013.

2013 BOG Request for follow-up report in 2014:

MOTION: Mrs. Whipkey made a motion to recommend a Level 3 with a review to be held next year on the AAS in Marketing (General and 2+2), Certificate in Applied Science in Advertising, and Certificate in Applied Science in Sales. Mrs. Atkinson seconded the motion. There being no further discussion, the motion carried.

Program Review Committee Findings 2014:

Jeff Finch reported that enrollment had increased from 13 to 21 and it was 10 before that, so it has doubled. The numbers are now trending positively. The program is meeting industry needs and KVCTC now has a 2+2 with Marshall, which is going very well. The curriculum changes have been implemented, and a capstone course is in place. There is still a need for administrative support to run the new curriculum courses until the program builds up with their increased enrollment. Jeff noted that the Advisory Committee still needs to be strengthened.

Recommendations from Program Review Committee 2014:

The committee agreed to accept the report with no further follow-up necessary, and they also commended Jeff for building up enrollment and implementing the new curriculum. The committee also strongly urges administration to support the program by allowing the program/division to run the new curriculum courses until the program builds up the course numbers now that there is increased enrollment.

BOG Approved Final Recommendations:

Date:

MOTION:
Follow-up Program Review Reports
Kanawha Valley Community and Technical College
Academic Year 2013-2014


Others in Attendance: Austin O’Conner and Megan Lorenz.

Program: A.A.S in Hospitality Management Date: 01/31/2014

(Degree and Title) This is the A.A.S. Hospitality Management Program’s second 1-year follow-up report to the 3-year Review in 2012.

2013 BOG Request for follow-up report in 2014:
Mr. O’Connor stated to the BOG in 2013 that he had updated the curriculum, increased the number of graduates and expanded the advisory committee representation since the previous year. The program has been pulled in different directions, but has finally settled on two areas – Gaming and Culinary. They are exploring partnerships for both areas.

Dr. Badgley suggested that the Board allow another year for the program to come back with a proposal that includes projections of how they will proceed.

MOTION: Mrs. Whipkey made a motion to give the AAS in Hospitality Management another year to come back with a proposal on how they plan to proceed with the program. Mrs. Atkinson seconded the motion. There being no further discussion the motion carried.

Program Review Committee Findings 2014:
Austin O’Conner reported that it had been decided to suspend the hospitality program and to explore starting a new culinary program instead.

Recommendations from Program Review Committee 2014:
The committee concurred with the recommendation to suspend the program. Any new program that may be considered will be processed through the APC Committee, and there is no more need for the Hospitality Program to come back to the Program Review Committee. The committee will remove the program from the master list of reviews.

BOG Approved Final Recommendations:

Date:
MOTION:
Follow-up Program Review Reports
Kanawha Valley Community and Technical College
Academic Year 2013-2014

Member in Attendance: Donna S. Hastings, Betty Morgan, Allen Montgomery, Patricia Perdue, Jack Skeens, Jason Spencer, Sara Stinnett, and Judith A. Whipkey.

Others in Attendance: None.

Program: AAS Power Plant Technology
(Degree and Title)

Date: NOT SUBMITTED FOR REVIEW

2013 BOG Request for follow-up report in 2014:

Mr. Rogillio provided a handout titled, “Announced Coal-Fired Retirements (2012-2020)”. He stated that it looked like the EPA may be rethinking some of the future prospects tied to coal fired power plants. He continues to produce a high number of graduates in the degree program, but the jobs are not in the Kanawha Valley. They are out-of-state and students are not willing to relocate. He would like to explore options of partnering with other community colleges in near-by states and work directly with power plants in those areas. The program is currently on-line except for the capstone course.

Dr. Kelley stated that the Advisory Committee recommended suspending the program rather than terminating the program. They suggested coding it at #5 – Discontinuation of the Program - and adding “through suspension”. She stated there were two ways to discontinue a program: 1) suspension and 2) termination. Mrs. Whipkey said the Program Review Committee recommended a code of #3 – Identification of the program for further development - and list the program as suspended. This will allow Mr. Rogillio time to further develop the program and explore partnerships with other community colleges and power plants.

MOTION: Mr. Dempsey asked for a motion to recommend the program at a Code #5 – Discontinuation of the Program through Suspension and allow the program director time to further develop the program and explore other possibilities. There were no motions made.

Mr. Dempsey asked for a motion to recommend the program at a Code #3 – Identification of the program for further development and suspend the program for further development while exploring partnerships. Mrs. Whipkey made the motion and Mr. Dempsey seconded the motion. Dr. Kelley stated she could make this work. There being no further discussion or comments, the motion carried.

Program Review Committee Findings 2014:

REPORT NOT SUBMITTED BY PROGRAM DIRECTOR, RON ROGILLIO

Recommendations from Program Review Committee 2014:

NONE COULD BE MADE DUE TO LACK OF FOLLOW-UP REPORT AS REQUESTED

BOG Approved Final Recommendations 2014:

Date: 
Motion:
RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approve the program review reports for the A.A.S. in Community Behavioral Health Technology, Criminal Justice, Gerontology, Nuclear Medicine Technology; A.S. in Digital Design and Print Communications and General Studies; and C.A.S. in Community Behavioral Health Technology, Criminal Justice, Gerontology, and Pre-Engineering.

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

Each program in the Community and Technical College System is reviewed for viability every five years. Attached for Board review is a table with the summary recommendations and summary reports for the above programs.

Each program review document was presented to the respective campus sub-committee for edits and recommendations. Additionally, the Bridgemont reports were reviewed by the Kanawha Valley program review committee (PRC). The PRC provided reports to the Board committee on program review. The recommendations for the A.A.S., A.S., and Certificate programs are summarized on the next page. The recommendation of the BOG will be presented to the West Virginia Council for Community and Technical College Education.
<table>
<thead>
<tr>
<th>Degree / Emphasis Area</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS and Certificate: Community Behavioral Health Technology;</td>
<td>Continuation of the program at the current level of activity, without specific</td>
</tr>
<tr>
<td>Concentrations: Addiction, Autism, Youth Development, Peer</td>
<td>action.</td>
</tr>
<tr>
<td>Support (2+2 WVSU)</td>
<td></td>
</tr>
<tr>
<td>AAS Criminal Justice, CJ Certificate</td>
<td>Continuation of the program at the current level of activity, without specific</td>
</tr>
<tr>
<td></td>
<td>action.</td>
</tr>
<tr>
<td>AAS Gerontology, Gerontology Certificate</td>
<td>Continuation of the program at the current level of activity, without specific</td>
</tr>
<tr>
<td></td>
<td>action.</td>
</tr>
<tr>
<td>AAS in Nuclear Medicine Technology</td>
<td>Continuation of the program at the current level of activity, with specific</td>
</tr>
<tr>
<td></td>
<td>action. The PRC recommends that the Nuclear Medicine Program provides a 1-year</td>
</tr>
<tr>
<td></td>
<td>follow-up report on the corrective actions noted in the report.</td>
</tr>
<tr>
<td>Certificate in Applied Science in Pre-Engineering</td>
<td>Continuation of the program at the current level of activity, with the</td>
</tr>
<tr>
<td></td>
<td>recommendation that more specific courses leading to jobs be added to the</td>
</tr>
<tr>
<td></td>
<td>program; no follow up report required.</td>
</tr>
<tr>
<td>AAS Sustainable Building Technology – Report due, however it</td>
<td>No decision could be reached due to lack of information. Note- a revised</td>
</tr>
<tr>
<td>was not submitted</td>
<td>curriculum/program was approved through Kanawha Valley for implementation in the</td>
</tr>
<tr>
<td></td>
<td>fall, without the benefit of a program review. The revised curriculum will be</td>
</tr>
<tr>
<td></td>
<td>evaluated to determine if a full program review is required during Fall 2014.</td>
</tr>
<tr>
<td>AS Digital Design and Print Communication</td>
<td>Continuation of the program at the current level of activity, with specific</td>
</tr>
<tr>
<td></td>
<td>action. A 2 year follow-up report is recommended to allow time for</td>
</tr>
<tr>
<td></td>
<td>demonstration of progress after changes are implemented.</td>
</tr>
<tr>
<td>AS General Studies</td>
<td>Continuation of the program at the current level of activity, without specific</td>
</tr>
<tr>
<td></td>
<td>action.</td>
</tr>
<tr>
<td>Summary Findings</td>
<td>Reviewer Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Name and Degree level of Program; Number of Hours required for graduation</td>
<td>Associate In Applied Science in Community Behavioral Health Technology Concentrations: Addiction, Autism, Youth Development, Peer Support 60 hour program Certificate in Applied Science in Community Behavioral Health Technology 30 hour program</td>
</tr>
</tbody>
</table>
| Synopses of significant findings, including findings of external reviewer(s) | • The program has reduced the number of credit hours required of students to 60 hours for Associate Degree Program and to 30 hours for the Certificate Programs.  
• The program is getting ready to undergo a name change: Human Resources and Rehabilitation Studies.  
• Program has led the way for training student for best practices positions in the field even though the state is still way behind in incorporating so of these positions and with adequate compensation for the positions.  
• 71% of graduates are placed in the field; 100 of those students hired by their practicum site were hired prior to the completion of that practicum. Facilities are calling for our students, and we have the trust and respect of the professional community.  
• 61% of graduates have continued their education with 32% going on to graduate school.  
• Need support from administration to staff program to meet the faculty to student ratio. Consistent clinical coordinator position is a necessity to continue the program's standing and recognition as a leader in the field.  
• There were some reporting issues with the elimination of December graduation, students getting a certificate and an associate degree at the same time, and how to report students who continue education. |
| Plans for program improvement, including timeline | • Program has plans for its own capstone course that is discipline specific.  
• Students now completing Program Portfolio, which needs to be integrated into the Gen Ed portfolio process to eliminate duplicate work.  
• BHT Program needs a full time faculty to replace retired faculty.  
• Program currently has two full-time grant funded positions, which have been essential to the development and implementation of the Peer Support option; this funding will expire May 2014. It is imperative to the quality of the program that these positions continue.  
• Program needs a full-time Clinical Coordinator to serve all practicum options. (HSRS 298; HSRS 222; HSRS 285; HSRS 283; HSRS 285)  
• Program needs financial assistance with upcoming accreditation ($500 membership fee; $400 apply for accreditation; 1 every five years fees and accommodations for 2 site reviewers estimated $3000.00) |
<table>
<thead>
<tr>
<th><strong>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</strong></th>
<th>None noted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Five year trend data on graduates and majors enrolled</strong></td>
<td>Total enrollment has varied from a low of 15 students to a high of 194 in the AAS programs, and a range of 3 to 11 in the certificate programs. See table below.</td>
</tr>
<tr>
<td><strong>Summary of assessment model and how results are used for program improvement</strong></td>
<td>During this reporting period, there has been major improvement for the program’s general education portfolio process. In turn, the scores for CBHT graduates have improved. In 2009 it was brought to the attention of the program, that many CBHT graduates were not completing portfolios, or were completing them incorrectly. At that time the GE portfolio was also made a requirement of the capstone courses within the program; BHT 222 Psychiatric Rehabilitation IV, and BHT 298 Clinical Practice in Addictions. It is a requirement of both courses to complete both a portfolio on the student’s clinical experience as well as a general education portfolio. The Clinical Coordinator at the time took on the responsibility of instructing and assisting students on the development of the GE portfolio. Students’ completion rates and scores begin to immediately increase. In order to prevent a decrease in scores and to insure students’ success with the completion of said portfolio, the decision was made to implement BST 298 Business Studies Seminar within each concentration of the CBHT degree. This action has insured that 100% of all graduates are developing and submitting a general education portfolio and has also increased the scores. The faculty and program director are currently in the works of developing the program’s own ‘senior seminar’. Because BST 298 has been such a success we actually think that a course that was designed to assist in certification preparation, interviewing for a professional position within the field of behavioral health, accompanied with GE portfolio development would be a great tool for our students.</td>
</tr>
</tbody>
</table>
| **Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)** | • 71% of graduates are placed in the field; 100 of those students hired by their practicum site were hired prior to the completion of that practicum. Facilities are calling for our students, and we have the trust and respect of the professional community.  
• 61% of graduates have continued their education with 32% going on to graduate school. |
| **Recommendations** | Continuation of the program at the current level of activity, without specific action |
|--------------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| #737 AAS CBHT |            | 42    | 11    | 71    | 100   | 161   | 80    | 141   | 71    | 70    | 60    |
| #738 AAS ADDICTIONS |     | 15    | 4     | 20    | 42    | 29    | 39    | 41    | 52    | 42    | 60    |
| #739 AAS YOUTH |     | ...   | ...   | ...   | 4     | 8     | 16    | 16    | 21    | 35    |       |
| #5050 AAS AUTISM |    | ...   | ...   | ...   | ...   | ...   | ...   | ...   | 1     | 9     |       |
| TOTAL =       |            | 57    | 15    | 91    | 142   | 194   | 127   | 198   | 139   | 134   | 164   |
| #0925 CAS CBHT |            | 4     | 0     | 5     | 9     | 3     | 7     | 1     | 1     | 1     | 2     |
| #0926 CAS ADDICTION |   | ...   | ...   | ...   | 2     | 3     | 2     | 2     | 2     | 3     |       |
| #0927 CAS YOUTH |     | ...   | ...   | ...   | 1     | 1     | 1     | 0     | 1     | 1     |       |
| TOTAL =       |            | 4     | 0     | 5     | 9     | 6     | 11    | 4     | 3     | 4     | 6     |

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Patterns of Graduates</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates AAS</td>
<td></td>
<td>11</td>
<td>28</td>
<td>27</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td># Graduates CAS</td>
<td></td>
<td>3</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Total # of graduates</td>
<td></td>
<td>14</td>
<td>48</td>
<td>46</td>
<td>37</td>
<td>68</td>
</tr>
<tr>
<td># Placed in Field</td>
<td></td>
<td>9</td>
<td>41</td>
<td>28</td>
<td>16</td>
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</tr>
<tr>
<td># Pursuing BS</td>
<td></td>
<td>6</td>
<td>40 = BS</td>
<td>36 = BS</td>
<td>14</td>
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<tr>
<td># Continued to pursue a MS</td>
<td></td>
<td>Unknown</td>
<td>12 = MS</td>
<td>10 = MS</td>
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<td>1 = MS</td>
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</table>

<table>
<thead>
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<th>Data Element</th>
<th>Placement of Program Graduates</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates - AAS</td>
<td></td>
<td>5</td>
<td>28</td>
<td>26</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td># Graduates - CAS</td>
<td></td>
<td>3</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Total # of Graduates</td>
<td></td>
<td>8</td>
<td>48</td>
<td>46</td>
<td>37</td>
<td>68</td>
</tr>
<tr>
<td># Placed in Jobs in Field</td>
<td></td>
<td>8</td>
<td>46</td>
<td>28</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Percentages Placed</td>
<td></td>
<td>100%</td>
<td>96%</td>
<td>61%</td>
<td>49%</td>
<td>47%</td>
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</table>
### Bridge Valley Community and Technical College
#### Criminal Justice, AAS

**Summary**

<table>
<thead>
<tr>
<th>Summary Findings</th>
<th>Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name and Degree level of Program; Number of Hours required for graduation</strong></td>
<td>Associate In Applied Science in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>60 hour program</td>
</tr>
<tr>
<td></td>
<td>Certificate in Applied Science in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>30 hour program</td>
</tr>
<tr>
<td><strong>Synopses of significant findings, including findings of external reviewer(s)</strong></td>
<td>• 2 + 2 degree with WVSU</td>
</tr>
<tr>
<td></td>
<td>• Highly experienced, knowledgeable, qualified, and dedicated faculty</td>
</tr>
<tr>
<td></td>
<td>• Professional exam in-field has been adopted for program</td>
</tr>
<tr>
<td></td>
<td>• Healthy program enrollment</td>
</tr>
<tr>
<td></td>
<td>• Dedicated Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>• Entire Curriculum being taught at KVCTC</td>
</tr>
<tr>
<td></td>
<td>• Course offering times meet needs of nontraditional students</td>
</tr>
<tr>
<td></td>
<td>• Students compete, and have placed, in state PBL competitions</td>
</tr>
<tr>
<td><strong>Plans for program improvement, including timeline</strong></td>
<td>• Additional advertising needed for program visibility</td>
</tr>
<tr>
<td></td>
<td>• Increase opportunities for internships</td>
</tr>
<tr>
<td></td>
<td>• Increase online courses available in the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Create forensic lab in the classroom</td>
</tr>
<tr>
<td></td>
<td>• Develop a system for tracking graduates</td>
</tr>
<tr>
<td><strong>Identification of weaknesses or deficiencies from the previous review and the</strong></td>
<td>N/A- first program review</td>
</tr>
<tr>
<td><strong>status of improvements implemented or accomplished</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Five year trend data on graduates and majors enrolled</strong></td>
<td>Enrollment has been strong with a high of 78 and a low of 44 majors. Graduate</td>
</tr>
<tr>
<td></td>
<td>numbers have ranged from 2 to 8 graduates per year. Additionally, a range of 1</td>
</tr>
<tr>
<td></td>
<td>to 6 students have pursued baccalaureate degrees. See table below.</td>
</tr>
<tr>
<td><strong>Summary of assessment model and how results are used for program improvement</strong></td>
<td>Students are assessed through capstone experiences, internships, portfolios and</td>
</tr>
<tr>
<td></td>
<td>exit examinations. The average score for the exit exam was 83.</td>
</tr>
<tr>
<td><strong>Data on student placement (for example, number of students employed in</strong></td>
<td>Students graduating with an AAS degree in Criminal Justice typically work for</td>
</tr>
<tr>
<td><strong>positions related to the field of study or pursuing)</strong></td>
<td>governmental agencies. Governmental agencies are required to hire through a</td>
</tr>
<tr>
<td></td>
<td>civil service process. Therefore employment in governmental agencies is</td>
</tr>
<tr>
<td></td>
<td>dependent upon the individual student results on civil service exams. See table</td>
</tr>
<tr>
<td></td>
<td>below.</td>
</tr>
</tbody>
</table>
The number of graduates has increased significantly since the separation from WVSU. Efforts including telephone, email and US mail were utilized in order to obtain information regarding graduates. Below is a list of graduates in the CJ program and their current endeavors since December 2010.

12/10
Student 1: No Information
Student 2: WVSU 2+2 program

5/11
Student 1: No Information
Student 2: No Information

12/11
Student 1: WVSU 2+2
Student 2: KVCTC Nursing student
Student 3: No Information
Student 4: Insurance officer Charleston

5/12
Student 1: WV Supreme Court
Student 2: Private Security
Student 3: WVSU 2+2
Student 4: Law Enforcement Wash, D.C
Student 5: Business Owner St. Albans
Student 6: WVSU 2+2
Student 7: Wireless network manager, Daytona FL
Student 8: State of WV Gov't Law Enforcement

5/13
Student 1: WVSU 2+2
Student 2: WVSU 2+2
Student 3: WV Division of Corrections
Student 4: WVSU 2+2
Student 5: B.S. Program in Missouri
Student 6: No Information
Student 7: WVSU 2+2
Student 8: Governor's Office State of WV

12/13
7 students have applied for graduation
<table>
<thead>
<tr>
<th>Summary Findings</th>
<th>Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Degree level of Program; Number of Hours</td>
<td>Associate In Applied Science in Gerontology 60 hour program</td>
</tr>
<tr>
<td>required for graduation</td>
<td>Certificate in Applied Science in Gerontology 30 hour program</td>
</tr>
<tr>
<td>Synopses of significant findings, including findings of external reviewer(s)</td>
<td>• Increased/consistent program enrollment</td>
</tr>
<tr>
<td></td>
<td>• Program Director is Advisor for all Gerontology students</td>
</tr>
<tr>
<td></td>
<td>• Apparent popularity of Gerontology courses for students of other majors, requiring additional sections</td>
</tr>
<tr>
<td></td>
<td>• Inclusion of Gerontology as Service Courses for two additional academic programs</td>
</tr>
<tr>
<td></td>
<td>• Daytime and evening course availability to accommodate traditional/nontraditional students</td>
</tr>
<tr>
<td></td>
<td>• Summer course offerings in Gerontology</td>
</tr>
<tr>
<td></td>
<td>• Articulation agreement with WVSU toward BS in Health Science</td>
</tr>
<tr>
<td></td>
<td>• Highly experienced, knowledgeable, qualified and dedicated full-time and adjunct faculty members</td>
</tr>
<tr>
<td></td>
<td>• Dedicated Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>• Active Gerontology Club (made up of members of several majors; community service orientation)</td>
</tr>
<tr>
<td></td>
<td>• Predominant Gerontology student is nontraditional, age-range of graduate survey respondents – 33% between ages 40-49; 60% between ages 30-49 with time, employment, family, caregiving, etc., commitments that often necessitated attending only part-time, or periodically skipping a semester entirely (requiring more than two years to complete the gerontology degree)</td>
</tr>
<tr>
<td></td>
<td>• As an increasingly desired option, particularly for nontraditional students, several institutions, nationwide, offer a Gerontology degree totally online</td>
</tr>
<tr>
<td>Plans for program improvement, including timeline</td>
<td>1. To increase the number of students taking Gerontology courses.</td>
</tr>
<tr>
<td></td>
<td>2. To enhance the likelihood of completion of the AAS degree within two years/Certificate within one.</td>
</tr>
<tr>
<td></td>
<td>• Continue to market the program, within the college, with the goal of attracting students of other majors, especially the AAS in Health Science candidates, to consider the AAS in Gerontology an adjunct to their current degree goal, or, the Skill Set and/or Certificate in Gerontology as specialized credentialing.</td>
</tr>
</tbody>
</table>
- Continue to offer multiple sections of Gerontology courses, including day and evening classes, in order to accommodate traditional and nontraditional students, and to accommodate the growing number of gerontology service courses required in other specialized curriculum (other majors).

- Expand the number of summer courses offered, and online course availability (allowing nontraditional students ample opportunity to complete on time).

- Secure an exit exam in gerontology, to assess the skill level of the gerontology graduates.

- Continue to pursue senior service agency markets within the community that could serve as practicum sites, could offer subsequent employment to the practicum students, or who could utilize our gerontology courses for furthering the education of their current staff.

- Continue to hire only knowledgeable and qualified adjunct faculty in the program.

<table>
<thead>
<tr>
<th>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</th>
<th>Following the 2009 program review, the recommendation was for an internal follow-up within 12 to 18 months to assess the program. The follow-up was conducted in 2011 an at that time the recommendation was for continuation of the program at the current level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five year trend data on graduates and majors enrolled</td>
<td>Enrollment reached a high of 29 students in 2011-12, with the lowest enrollment during the first year of this review cycle. See table below.</td>
</tr>
<tr>
<td>Summary of assessment model and how results are used for program improvement</td>
<td>Gerontology graduates are required to assemble a General Education Portfolio which contains various artifacts that the students have assembled while completing their studies at KVCTC. These artifacts are gathered to demonstrate the student’s competencies in the designated general education areas, as well as a reflection of their perceived relevance of these competencies. These artifacts and the complete portfolio are then assessed by both members of the community as well as KVCTC faculty. The program also assess program specific outcomes.</td>
</tr>
<tr>
<td>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</td>
<td>Most employment positions in this area, of a senior social service nature, direct care, respite, etc., are not high-paying employment prospects, and graduates are often swayed to more lucrative employment. See table below.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Continuation of program at current level of activity, without specific action.</td>
</tr>
</tbody>
</table>
1. Trends in Program Enrollment and Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 08-09</th>
<th>Year 09-10</th>
<th>Year 10-11</th>
<th>Year 11-12</th>
<th>Year 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td># Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Admitted (If applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Enrolled</td>
<td>Fall 08</td>
<td>Fall 09</td>
<td>Fall 10</td>
<td>Fall 11</td>
<td>Fall 12</td>
</tr>
<tr>
<td># Enrolled AAS</td>
<td>8</td>
<td>1</td>
<td>16</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td># Enrolled CAS</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>11</td>
<td>12</td>
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<td># Graduates AAS</td>
<td>0</td>
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<td>0</td>
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<td>2</td>
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<td># Graduates CAS</td>
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<tr>
<td># Graduates Total</td>
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<td>5</td>
<td>3</td>
<td>9</td>
<td>14</td>
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</table>

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 08-09</th>
<th>Year 09-10</th>
<th>Year 10-11</th>
<th>Year 11-12</th>
<th>Year 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td># Placed in Field</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td># Pursuing Advanced Degrees</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Data Available (# respondents/ possible respondents)</td>
<td>1/1</td>
<td>3/5</td>
<td>0/3</td>
<td>5/9</td>
<td>6/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 08-09</th>
<th>Year 09-10</th>
<th>Year 10-11</th>
<th>Year 11-12</th>
<th>Year 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td># Placed in Jobs in Field</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td># Pursuing Advanced Degrees</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Percentage Placed by Data Available</td>
<td>100%</td>
<td>60%</td>
<td>NA</td>
<td>56%</td>
<td>43%</td>
</tr>
<tr>
<td>Data Available (# respondents/possible respondents)</td>
<td>1/1</td>
<td>3/5</td>
<td>0/3</td>
<td>5/9</td>
<td>6/14</td>
</tr>
</tbody>
</table>
### Summary Findings

<table>
<thead>
<tr>
<th>Name and Degree level of Program; Number of Hours required for graduation</th>
<th>Associate In Applied Science in Nuclear Medicine Technology 61+ hour program, continued work on course requirements.</th>
</tr>
</thead>
</table>

#### Synopses of significant findings, including findings of external reviewer(s)

- **Accredited** by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). Fully accredited for 7 years. To be reviewed in 2019.

- **Admission Requirements** - People applying to the program are not as skilled as previously, so this impacts completion rates negatively; additional testing started to improve selection process for admission.

- **Faculty Assignments** – Faculty aren’t teaching in their discipline, which leads to a lack of completion;

- **Cycle of Employability** – Employment in the field has been on a downward cycle; staffing pattern needs to match this cycle.

- **Clinical Placements** – Approved for up to 21, but not filling these slots.

- **Graduates** – Score high on final evaluation, but 1/3 not making it.

- **Facilities** – Lab facilities aren’t sufficient and students need more hands on; grants are available.

#### Plans for program improvement, including timeline

- **Admission Standards**: Continued HOBET Testing and the identification of additional methods to better evaluate a student’s capability of completing the program requirements, thus providing the program with better completion rates.

- **Completion Percentages**: Identify if curriculum deficiencies in program exist that are creating declining completion rates. Develop action plans to enhance any deficiencies that are identified. Report mentioned a reduction in clinical visits and evaluation by faculty as a possible area of improvement.

- **Grants for Laboratory**: Identify and apply for grants to purchase equipment and supplies to enhance the laboratory, teaching, and learning in the program. This may also help completion rates.

- **Staffing**: Evaluate appropriate staffing. The Program Director of Nuclear Medicine position has been posted since November 2013. This vacancy should be filled with a Masters prepared individual to meet accreditation standards. Additionally, the clinical coordinator position should be filled by someone who solely performs the responsibilities associated with clinical experiences. In the past, instructors were permitted to teach full-time outside Nuclear Medicine. These faculty positions should be teaching...
solely within their discipline, which is what was planned to be implemented in spring 2014, prior to the departure of the Program Director. Additionally, a staffing plan that meets the needs of this area should be developed and continually reviewed to ensure compliance with accreditation standards, it meets the needs of program enrollment, and that it is cost-effective to the institution.

- **Employer Relationships:** The Program Director should continue to survey and solicit feedback from employers to enable us to gauge hiring patterns and needs as well as provide a network of employers to our students.

<table>
<thead>
<tr>
<th>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</th>
<th>None noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five year trend data on graduates and majors enrolled</td>
<td>As a limited enrollment program, the number of students admitted to the program has remained around 15, with graduation rates around 2/3rds of the enrolled students. See table below.</td>
</tr>
<tr>
<td>Summary of assessment model and how results are used for program improvement</td>
<td>Upon graduation from KVCTC with a degree in Nuclear Medicine Technology, our students are prepared to obtain entry-level employment and have the necessary skills and knowledge to pass the NMT Certification Board Exam or the American Registry of Radiologic Technologists NM Exam. These national exams test graduate clinical and didactic skills and knowledge in the areas of Radiation Safety, Instrumentation, Radio pharmacy, and Clinical Procedures. Please see Programs Pass/Fail Rate. Students are required by KVCTC to complete a graduation portfolio in a capstone class. The Nuclear Medicine Program requires this portfolio in the Spring Semester during NMT 207- Nuclear Medicine Procedures II. All students must complete the portfolio process prior to graduation.</td>
</tr>
<tr>
<td>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)</td>
<td>There are limited regional employment locations, resulting in limited placement of graduates. See table below.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Continuation of the program at the current level of activity, with specific action. The PRC recommends that the Nuclear Medicine Program provides a 1-year follow-up report on the corrective actions noted under plans for improvement.</td>
</tr>
</tbody>
</table>
Five Year Trend Data on Graduates and Majors Enrolled; Data on Student Placements:

1. Trends in Program Enrollment and Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 2008-09</th>
<th>Year 2009-10</th>
<th>Year 2010-11</th>
<th>Year 2011-12</th>
<th>Year 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td># declared major</td>
<td>94</td>
<td>82</td>
<td>83</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td># Applicants</td>
<td>18</td>
<td>9</td>
<td>6</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td># Admitted (If applicable)</td>
<td>15</td>
<td>7</td>
<td>6</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td># Enrolled</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td># Graduates</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Patterns of Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 2008-09</th>
<th>Year 2009-10</th>
<th>Year 2010-11</th>
<th>Year 2011-12</th>
<th>Year 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td># Placed in Field</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td># Pursuing Advanced Degrees</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Rate of Placement of the Programs’ Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 2007-08</th>
<th>Year 2008-09</th>
<th>Year 2009-10</th>
<th>Year 2010-11</th>
<th>Year 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td># Placed in Jobs in Field</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Percentages Placed</td>
<td>72.7%</td>
<td>80.0%</td>
<td>44.4%</td>
<td>75%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Summary Findings</td>
<td>Reviewer Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name and Degree level of Program; Number of Hours required for graduation</td>
<td>Certificate Applied Science in Pre-Engineering; 30 credit hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synopses of significant findings, including findings of external reviewer(s)</td>
<td>- Program has reduced the number of credit hours required of students to 30 for the certificate.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Due to financial aid constraints, the program needs to be targeted to students who want to acquire the skills to find employment; however, it will also benefit students who would like to pursue a four-year engineering degree but who need additional coursework before entering an engineering program or students who would like to stay in the area while taking general education courses that will transfer to a four-year school. But these student groups are not the primary target.</td>
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<td></td>
<td>- With the new BridgeValley College, this program has potential for growth because of the variety of general education and additional technical courses that will be available to students.</td>
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<tr>
<td></td>
<td>- In the past two years, this program had low enrolment partially because the program originally was not eligible for student financial aid. Some state or federal programs like Job Corps do not support one-year programs, which is a drawback.</td>
<td></td>
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</tr>
<tr>
<td>Plans for program improvement, including timeline</td>
<td>- CAS in Pre-engineering includes technical elective courses and consequently provides students with additional professional skills for obtaining jobs in related technical fields.</td>
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<tr>
<td></td>
<td>- Low student enrollment of this program should be addressed by promoting the program to high school students and exploring the possibility of creating a 1+1 articulation agreement with WVSU.</td>
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<tr>
<td></td>
<td>- This program is offered to students at no additional cost to the College. All curriculum courses are either general education courses or offered by other technical programs.</td>
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<tr>
<td></td>
<td>- With the prospective of the new merged BridgeValley College, this program will become more valuable and flexible because variety of additional technical courses will be available to students.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</td>
<td>Not applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five year trend data on graduates and majors enrolled</td>
<td>Gradual increase in enrollment since initiation of program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of assessment model and how results are used for program improvement</td>
<td>The Certificate program assesses both program and general education outcomes through grades in identified courses throughout the program of study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)</td>
<td>Limited data available due to low number of graduates. See table below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>Continuation of the program at the current level of activity, with the recommendation that more specific courses leading to jobs be added to the program; no follow up report required.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Trends in Program Enrollment and Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 2011/2012*</th>
<th>Year 2012/13</th>
<th>Year 2013/14</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Admitted (If applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Enrolled</td>
<td>1</td>
<td>4+4+1</td>
<td>6 (Fall 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduates</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Patterns of Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year 2011/2012</th>
<th>Year 2012/13</th>
<th>Year 2013/14</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Placed in Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Pursuing Advanced Degrees</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Rate of Placement of the Programs’ Graduates:

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Year S2012</th>
<th>Year 2012/13</th>
<th>Year 2013/14</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Placed in Jobs in Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages Placed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Summary Findings

<table>
<thead>
<tr>
<th>Name and Degree level of Program; Number of Hours required for graduation</th>
<th>Reviewer Comments</th>
</tr>
</thead>
</table>
| Associate In Science in Digital Design and Print Communication  
60 hour program  
Certificate in Applied Science, Digital Imaging and Printing Technology  
30 hour programs | - The program reports that maintaining this area is expensive and takes effort, but it appears the program is adequately resourced with regards to physical space, equipment, and current technology.  
- It was reported that the recruiting efforts for the past two years have shown significant gains. The enrollment data on the 5 year trends charts do not reflect an increase.  
- To combat declining enrollments, the department reports they offered a Simulation and Game Development Certificate (GAME) in 2011, which became popular with 14 students signing up for the first semester of the GAME courses offered. Besides taking GAME classes, the students also were required to take designated DDPC classes for the certificate requirements. It was reported that “almost all” of the original GAME students decided to continue their education and enrolled in the DDPC program for the AS degree and “several” completing the certificates also. The report states that in the fall 2014, BridgeValley will offer a combined Simulation and Game Development Certificate, and by fall 2015, the two departments plan to offer an AS degree that will that include both design and programing courses. The GAME certificate data was not included in the charts of 5 year trends.  
- The program reports that most students enrolled in the program do NOT sign up for a certificate, and the report shows 3 years without certificates during the reporting period.  
- The program is using the WorkKeys for assessing general education and has not been able to find a relevant technical assessment, though the program does get feedback on advice from their advisory committee, alumni, and business partners. |

### Synopses of significant findings, including findings of external reviewer(s)

- Continued emphasis in marketing  
- Identify valid external assessment  
- Continue GAME partnership  
- Evaluate Multi-media academy for continuance

### Plans for program improvement, including timeline

<table>
<thead>
<tr>
<th>Identification of weaknesses or deficiencies from the</th>
<th>The 2009 program review was positive and resulted in continuation of the</th>
</tr>
</thead>
<tbody>
<tr>
<td>previous review and the status of improvements implemented or accomplished</td>
<td>program without specific action.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Five year trend data on graduates and majors enrolled</td>
<td>Student enrollment and graduation has continued to decline. See table below.</td>
</tr>
<tr>
<td>Summary of assessment model and how results are used for program improvement</td>
<td>The Digital Design and Print Communication Program assessment is an on-going process. The department works closely with industry advisory committees, employers, and alumni to assess the program’s requirements, direction, and trends in the printing industry. These sources also help the department determine how to best incorporate those trends into academics. Assessment of student learning is achieved through several methods. Students evaluate courses near the end of each semester. Students in the Digital Design and Print Communication program are evaluated through homework, projects, quizzes and tests. Each faculty member is required to keep notebooks containing information on each course taught. All DDPC graduating students are required to take the WorkKeys exam prior to graduation. This exam is utilized by the institution to assess general education core curriculum outcomes. Historically, DDPC students perform very well on the Reading and Applied Mathematics sections of the WorkKeys as indicated on the table below. Graduating DDPC students consistently score at or above the desired skill levels which are indicated in the shaded areas of the table.</td>
</tr>
<tr>
<td>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</td>
<td>Most students who graduate with the Digital Design AS continue to the baccalaureate degree in Management offered from WVU Tech. Approximately half of the graduates are working in the field of Digital Design.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Continuation of the program at the current level of activity, with specific action; a 2-year follow-up report on the recommended actions noted above.</td>
</tr>
</tbody>
</table>
DIGITAL DESIGN and PRINT COMMUNICATION (formally Printing Technology) A.S.

The average *Headcount* is about 21 students per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>30/26</td>
<td>16/10</td>
<td>16/21</td>
<td>26/22</td>
<td>21</td>
</tr>
</tbody>
</table>

DIGITAL DESIGN and PRINT COMMUNICATION (formally Printing Technology) A.S.

The average *Graduates* per year is about 8 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

PRINTING TECHNOLOGY CERTIFICATE - Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

DIGITAL IMAGING TECHNOLOGY CERTIFICATE

* The average *Graduates* per year is about 1.2 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Fall /Spring</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Summary Findings</td>
<td>Reviewer Comments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name and Degree level of Program; Number of Hours required for graduation</td>
<td>Associate of Science in General Studies 60 credit hour program</td>
<td></td>
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</tr>
<tr>
<td>Synopses of significant findings, including findings of external reviewer(s)</td>
<td>This program offers students, who are undecided about their future educational goals, the opportunity to enroll in a program while they explore introductory courses in one or more major areas, resulting in most students not completing the general studies degree but rather transferring to another major of interest on campus or elsewhere. An advantage of the A.S. in General Studies Program is the application and transferability of this program into various other degree programs. The program also provides an opportunity for students to obtain a liberal arts education and receive recognition in the form of an associate degree upon completion. This may assist the student seeking a basic degree to open avenues for advancement in their current employment situations.</td>
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<tr>
<td>Plans for program improvement, including timeline</td>
<td>One weakness of the program is that it does not serve as many students as it might. With retention always a major concern, students with undecided educational/career goals may leave campus with no degree credentials in spite of the fact that they have completed two or more years of study. Another weakness recognized is the fact that many of the General Studies majors are required to complete one or more remedial courses. Success rates of students considered high-risk are generally low in any program of study. Difficulties exist in follow-up studies on these graduates since the majority of the students in this program transfer to other programs and institutions. It is difficult collecting data on graduates for this reason.</td>
<td></td>
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</tr>
<tr>
<td>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</td>
<td>The 2009 program review was positive and resulted in continuation of the program without specific action.</td>
<td></td>
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</tr>
<tr>
<td>Five year trend data on graduates and majors enrolled</td>
<td>The number of students enrolled has remained fairly steady. A decrease from 2009 is the result of encouraging students to identify specific majors rather than remaining in general studies or as “undecided”. Students may enter as general studies majors but often transfer to a specific program prior to graduation; therefore the number of graduates is very small. See table below.</td>
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<tr>
<td>Summary of assessment</td>
<td>Students are assessed through successful completion of required courses. WorkKeys is</td>
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</table>
model and how results are used for program improvement

utilized as an exit assessment; students have demonstrated successful attainment of expected skill level. Graduate surveys have been used to identify student satisfaction, transfer and employment information. The portfolio process will be implemented beginning Fall 2014 for general education and program assessment.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees

Recent graduate survey responses from five students demonstrated the following: The graduates indicated various reasons for wanting a General Studies degree, 1) to prepare to transfer to a baccalaureate program at WVUIT; 2) to prepare for transfer to a baccalaureate program at another campus; 3) to earn a degree before leaving Bridgemont; 4) to obtain a degree for promotion/pay raise potential at current position; 5) to have freedom in the selection of coursework and the design of a program of study.

Two of the five students enrolled in another degree. Two of the five students are currently unemployed and the other three are employed as a computer aide, a permitting assistant, and a commercial sales executive, earning from $20,000 to greater than $60,000 annually.

Recommendation

Continuation of the program at the current level of activity, without specific Institutional action.

<table>
<thead>
<tr>
<th>Students Enrolled</th>
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<tr>
<td></td>
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<tr>
<td>Fall 2009</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>56</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
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<tr>
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</table>
BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF JUNE 6, 2014

ITEM: College Courses for High School Students

RECOMMENDED RESOLUTION: Information/Discussion Only

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

West Virginia Council for Community and Technical College Education Series 19 provides guidance for offering college courses in the High School. Series 19 was recently revised (effective May 28, 2014) to allow for flexibility in the use of tuition waivers and tuition charges.

As noted in Code 135-19-7. Tuition/Fees

7.1. To make college more accessible to high school students, a community and technical college may use a special tuition structure for West Virginia high school students as provided in Section 7.2 of this rule.

7.2. Special tuition for high school students established by any West Virginia public higher education institution must be set, at a minimum, at $25.00 per credit hour. All high school students must be charged the special tuition or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may use tuition/fee waivers or third party sponsors to support the student’s cost of the course.

With this flexibility, BridgeValley will need to establish the tuition for high school students beginning Fall 2014.
BOARD OF GOVERNORS  
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE  
MEETING OF JUNE 6, 2014  

ITEM: Faculty Promotions  
RECOMMENDED RESOLUTION: Information Only  
STAFF MEMBER: Kristin L. Mallory  

BACKGROUND:  
The following faculty were recommended and approved for promotion as of August 1, 2014:  

<table>
<thead>
<tr>
<th>Faculty</th>
<th>New Rank</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy Dearing</td>
<td>Professor</td>
<td>Business and Legal</td>
</tr>
<tr>
<td>Bob Hayton</td>
<td>Associate Professor</td>
<td>Technology</td>
</tr>
<tr>
<td>Machele Kindle</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Kathy Leftwich</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Pamela Lopez</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Leanna Preston</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Beth Timmons</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Melanie Walters</td>
<td>Associate Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Lana Andrean</td>
<td>Assistant Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Jeffrey Finch</td>
<td>Assistant Professor</td>
<td>Business and Legal</td>
</tr>
<tr>
<td>Bill Kroesser</td>
<td>Assistant Professor</td>
<td>Technology</td>
</tr>
<tr>
<td>Amanda McCiellan</td>
<td>Assistant Professor</td>
<td>Technology</td>
</tr>
<tr>
<td>Christine Roth</td>
<td>Assistant Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Don Schmidt</td>
<td>Assistant Professor</td>
<td>General Studies</td>
</tr>
<tr>
<td>Amanda Stottlemyer</td>
<td>Assistant Professor</td>
<td>Health</td>
</tr>
<tr>
<td>Brandon Walker</td>
<td>Assistant Professor</td>
<td>Technology</td>
</tr>
</tbody>
</table>